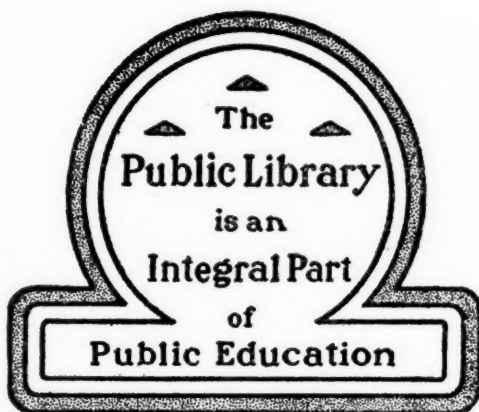


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Public Libraries

A monthly publication devoted to the advancement of library work

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Public Libraries

(MONTHLY)

Vol. 13

November, 1908.

No. 9

The Public Library from the Businessman's Standpoint*

Henry R. Hunting, Springfield, Mass.

Let us consider what is the legitimate business of the library in the small town. First of all a library presupposes a building—a home for the books. It seems to me that the library building for the small town should be such a structure as the citizens might well be proud of—it should be located centrally and should have an appropriate setting; it should be architecturally fine, well lighted and convenient. The building should be furnished simply but elegantly, and should contain, if possible, a few fine examples of art, either statuary or painting. In addition to having space for books, there should be a comfortable reading room and if possible an assembly hall in which to hold meetings and lectures. I am glad to note that many of our small New England towns have such buildings which have been erected either as memorials by wealthy citizens of the town, or from the public funds.

In nearly all of our New England towns we find a monument erected as a memorial to the soldiers who have fought for our country, and it is right and fitting that there should be such memorials. Why not erect a library building as a memorial to those citizens who have led unselfish, devoted lives, which, in a way, have required perhaps more real heroism than the life of the soldier?

It might be appropriate to erect a library or to place a tablet in a library building reading something like this:

*Read at Sturbridge before Bay Path library club, June 25, 1908.

To the memory of Hannah Smith, Mary Jones, born in this town, who reared and trained large families of children who have gone out and been a credit to the community; who were good neighbors, and led unselfish, devoted, and self-sacrificing lives.

Such a memorial, if read by the present generation, might be an incentive to good resolves and clean living.

A library must have books, and in considering the kind of books, volumes might be written. In fact, every community has a problem of its own. The library is for the people and the people should be considered in buying the books. Books that are suitable for the manufacturing town might not be suitable for the rural community. Perhaps we might answer this question in part by asking "What are books for and what is the real purpose of reading?" We read and study books that we may be informed; that we may be trained to think aright and to reason correctly—in fact, that we may be educated. We read books about the things that most concern us in life—our trade, our business, or our profession. Books for this class of reading and study would include reference books, perhaps text books, books concerning the different trades, occupations, and professions, and would vary somewhat according to the demand. Then again we read for inspiration, for character building. We want to read the best thoughts of educated and thinking men. We want to know what is best and truest and noblest in life, and how other men have solved their problems. Books for this class of reading would include the classics, both

prose and poetry, essays, biography, history, and books on theology and philosophy. There is a large class of people who read chiefly or mostly for recreation, for rest, and perhaps to forget. In this last class will be found the greatest number of readers.

A great deal can be said both for and against the reading of fiction. An educated man said to me a few days ago that he thought libraries were not an unqualified good; that they circulated for the most part fiction, and that not always the standard or best fiction. You are in a better position to judge whether or not this statement is true. Robert Louis Stevenson says:

The most influential books, and the truest in their influence, are works of fiction. They do not pin the reader to a dogma, which he must afterward discover to be inexact; they do not teach a lesson, which he must afterward unlearn. They repeat, they rearrange, they clarify the lessons of life; they disengage us from ourselves; they constrain us to the acquaintance of others; and they show us the web of experience, not as we can see it for ourselves, but with a singular change—that monstrous consuming *ego* of ours being, for the nonce, struck out. To be so, they must be reasonably true to the human comedy; and any work that is so serves the turn of instruction.

"Provided they are reasonably true to the human comedy." Here is the test, according to Stevenson. How much of the "popular" fiction, books written in the last four or five years, will meet this test? How many lessons of life do they teach us? Do they lead us to see things more clearly? Do they clarify our thoughts in regard to moral questions? It is true that most people in this hurrying, money-making age need rest and distraction. The tired mother, and the overworked father, need to think of other things; need a new outlook, new surroundings. If this can be obtained in the pages of a book, who shall say that time is wasted in reading fiction? Personally, I do not object to a considerable reading of fiction, but where so much really good fiction has been written I deplore the circulation of so many so-

called "popular" novels. The men and women who devote all, or a large part of their reading time to this class of reading, have no taste for anything else, and in time lose the power of thinking, and even their memory is impaired.

The chief reason why there is a demand for recent fiction is because it is advertised and talked about. There are book clubs formed for the reading and discussion of new books, mostly fiction. Why not form book clubs for the reading of old, standard books? Why not make an attempt to educate the reading public to the discernment of what is really literature and what is not? I realize that it is a hard problem in this free and independent country to dictate to people what they shall read; they want what they have heard about, they want what has excited their curiosity, what people are talking about.

D. L. Moody frequently used an apt illustration which I might apply in this case. He took an empty glass, saying, "This glass is filled with air. Now I will fill it with water and drive out the air. This illustrates the human heart which is filled with sin and wickedness; in order to drive this out it must be filled with the love of God." Now as to people who read nothing but light, current literature. Create in them the desire for something else. Advertise a list of standard fiction, if that is all they will read, that is well worth while; books that are really literature and which every well-read person should know. Mr Dana of the Newark library has done this; most of you have probably seen his list of One hundred best novels. In the last number of PUBLIC LIBRARIES I note that this has been done by the library of the University of Illinois. A list of One hundred best novels, English and American, has been distributed among the students of the university to encourage their reading of good novels. The librarian says:

The result of this publicity has been that out of 202 volumes available, there were left within a week only 25, and the number remains about the same, though the volumes

themselves change by reason of withdrawal and returning of the books. We are more than pleased with the success of this venture, and are encouraged to compile other lists in continuation of this endeavor. We have in mind for future issue a list of foreign novels in translation.

Mr Dana states that as a result of his list, about one-eighth of the fiction circulated was chosen from it. Were such a list submitted to your readers, I dare say you would find that a large majority had not read more than 25 out of the 100 books selected. You know that we are accused by our English and European neighbors of being a nation of fiction readers. Statistics show that in England a greater number of more serious books are circulated than in this country. In Germany a scientific or a philosophical work quite frequently has a large circulation among the working people. A library, to be of the greatest service to the community, should be largely an educational institution in one way or another. That library which circulates for the most part popular fiction is not accomplishing the greatest amount of good. It seems to me that the people of a town have no more right to expect from a library simply amusement than they have to expect tickets to a theater or some other place of cheap amusement.

I want now to speak of some of the ways in which good books might be made more popular. Most of these ideas do not originate with me, and have been tried with success by a number of libraries, especially the larger ones. Send out lists of good books; there is much in suggestion. Stimulate curiosity and create a desire for the right kind of reading, in the same way that the clever advertising publishers create a desire for their books. Your local paper or county paper would probably cooperate with you in this, and the expense of printing and distributing lists would not be great.

There are, no doubt, many people in your town who do not come to the library at all, good people, too, in their way, who have prejudices of one sort

or another. Some of these people say The library does not have any books we want! Make an effort to win these people over. There is a way to get at nearly every man or woman. Some are susceptible to delicate flattery. Send them a personal letter about some book which you think will interest them; ask their advice about purchasing books. Another legitimate and inexpensive way in which interest might be created in the library and in good books would be to have an occasional lecture about books. If in a farming community, have a talk on agriculture—The best and latest scientific way to treat soils—or something of this sort. This would draw the farmer and his family to the library, and at the same time an exhibition of books might be made. It seems to me that this scheme is entirely practicable; some professor of an agricultural college would come for his expenses. To meet another class of people have a talk about books and general literature; the clergyman or one of the teachers in your town would probably be glad to do this. People, as a rule, are interested in what is taking place today and in any unusual happenings or discoveries. Call attention to books on these subjects. Cooperate with the pastors and teachers of your town. Circulate a list of books that would illustrate the Sunday-school lessons, and have the teachers recommend to pupils the reading of books on the subjects which they are teaching. Then there is a class of young folks who leave school before they have finished their education. The library should be for them a means of continuing their study. There is another class of people that the public library should reach. These are the foreigners who come to our country; they are here, and in a way we are responsible for them; we must make them good citizens. If you cannot interest this class in books, interest them in pictures. Some libraries have a collection of views and pictures, which they circulate. Most of these people are anxious to learn English and

to know more about their adopted country. Of course, to follow out some of these schemes would require considerably more money than the ordinary library has at its disposal at present, but why not have more money for public libraries? If you can convince your taxpayer and your leading citizens that the library is doing a good work I believe that they would be willing to contribute more.

Much of the success of library work must depend on the librarian. The work of a librarian demands a good many qualities—knowledge of books, a love for books, patience, tact, some knowledge of human nature, and a saving sense of humor. The salary of a librarian, as a rule, is not large enough to be a special attraction; most of the people who are in library work are in it because they have a love for books and enjoy their work. The time will probably come when good librarians will command greater remuneration for their work, at least as much as the school teacher.

Then, too, I believe there are always trustees. Some small libraries I find have as many as eight or ten, and I am told that it is sometimes very hard to get enough of these trustees together to transact business. There should be, of course, trustees or competent directors to overlook the library work, choose the librarian, look after the finances, etc. I find very often that there is one man among the trustees who has ability, time, and inclination to devote to the work. A library which has such a man is most fortunate. The trustees of a great many libraries, however, seem to be busy men—men of affairs who have a great deal on their hands, who have only a very little time or thought to give to library work, and the librarian is often handicapped by trying to get action on library matters. It seems to me if the librarian is capable of having charge of the library, he or she should be capable of selecting, under proper supervision, the books, as they know better what books are in de-

mand and it is their business to make a study of what books are published and offered. If the librarian is not capable of this, possibly it would be well to have a new librarian. It seems to me that the present business methods of many of our small libraries, if applied to a commercial business, would result disastrously.

One of the most successful business enterprises of this age is the department store. Several branches of business are brought together under one head, and each department is run as if it were a separate business. The head of the department is responsible to the manager and the manager is responsible to the proprietors. As long as the department is made to pay, the initiative and control is in charge of the head; he hires his own help, buys his own goods, and plans the advertising. You can readily see that by placing the responsibility with him and giving him a free hand and the initiative, the results are far better than if the head of the department were obliged to consult with the manager and the proprietor and the stockholders before he could do anything.

Of course, there is a possibility and a probability of the librarian's making some mistakes; it is expected that they will make mistakes. This story is told about one of the large department stores in Boston:

"One of the buyers applied through the manager for an increase in salary and the manager went to the proprietor. Among other arguments used in favor of the man was: 'This man has been with us 20 years and has not yet made a mistake in buying.' The proprietor said: 'Discharge him at once! If he has been so exceedingly cautious that he has not made any mistakes he must have lost thousands of dollars. We want and expect a man to make some mistakes, though we do not expect him to make the same mistake twice.'"

The trustees or directors should be ready at all times to give advice, criticize, suggest, and do everything possible to

aid the librarian. At the same time, an opportunity should be given to librarians to work out their own ideas, apply their own methods, and do their duty conscientiously and faithfully as they see it. If the trustees insist on doing a part of the work of the librarian, they should make a study of the situation. I would suggest that they spend one day a month at the library desk, getting acquainted with the patrons and seeing what books are called for. Very often someone will want a book at once. It is probably a book that will be added to the library later, but has just been published, and for some special reason is wanted for immediate use. In such a case, the librarian should have the authority to order the book. Interest in the library can often be held by such accommodations as this. Then again, very often there is a special bargain offered which must be taken advantage of at once, or else the opportunity will be lost.

Some small libraries have a method of buying books which seems to me at least a little peculiar. They get together once a year and make a list and buy a year's supply at one time. This system may have some advantages, but it also has many disadvantages. For instance, a book on science or travel, which comes out in the spring, may have largely lost its interest by fall. It seems to me that the popular interest in the library could be stimulated by having frequent accessions of books. New books should be added to the library frequently; this would keep the library up to date and would appeal to its patrons as a progressive wide-awake institution.

The question will probably be asked by your taxpayer whether all this money and effort expended for libraries pays? A library is not a commercial institution, but it is proper, at least once a year, to take an account of stock and to ask such questions as these: Has the moral and educational tone of the town been raised through the means of the public library? Have men and women been helped in

their various occupations? Has the burden of life been made easier for any considerable number?

Some years ago there was a good deal of agitation over the question as to whether the Young Men's Christian Association was a paying institution. A vast amount of money had been expended in buildings and equipment. The question was met by one of the secretaries in this way: "If one boy had been saved during the year, would you consider that this institution had paid?" The doubter thought a moment, and then answered: "Yes, if he were my boy."

So, Mr Taxpayer, you would say that the money expended for the public library was not wasted if your boy or your girl had been helped. In many places there is too little thought and too little consideration given to the library. The town donates the dog fund; often there have been quite a number of sheep killed and the amount turned over is small. The library can be made just as important to the community from an educational standpoint as the public schools. Its influence can be made to be felt and it can be a lasting good.

The old ideas of conducting a library have gone by. The time when the books were bought once or twice a year and placed on the shelves with very little system or order have passed away. More orderly methods of cataloging and classification have been introduced and the work has been reduced to a system. The importance of good reading matter in the community cannot be overestimated.

The same methods must be applied to the conduct of a library as a business man uses to develop his business. He not only chooses with care his stock of goods and arranges it handily and artistically, but he advertises it. He tells the public what he has. Much of the advertising of today is educational, that is, the public are educated and made to feel the need of certain articles. In the same way your public may be educated to know the library and to feel the need of books.

Problems of a College Library*

A. V. Babine, Washington, D. C.

Among the first important requisites of a college library is a fireproof building well adapted to its purpose, situated close to, or in the center of, the other college buildings and removed from any noises that may distract the readers' attention. Three things are necessary in such a building from the point of view of its serviceableness.

Taking for granted that of the two classes of persons with whom a college library has to deal, professors and students, the latter, as a rule, cannot be given a free access to all the books, a library, in the first place, must have a stack room or rooms isolated from the reading room and so planned as to allow of indefinite extension along with the growth of the library. Self-evident as this fact is, you may still find a very ornamental college library constructed within the last half a dozen years, where you would look in vain for a suitable—a perfectly dry and well lighted—place for the storage of books.

A college library, in the second place, must have a spacious, well lighted, evenly heated, well ventilated, tastefully (I do not say luxuriously) adorned reading room, in which students and professors could stay when free from their lectures and recitations, could consult works of reference and prepare their lessons. For the convenience both of the readers and of the delivery attendants, a reference collection of books in all branches of knowledge may be placed along the walls of the reading room, of books accessible to everybody without any application at the desk and absolutely irremovable from the room, the collection being intended for daily and hourly use by students and professors.

In the third place, a college library must have seminary rooms, open only to professors and advanced students recommended by professors. To these rooms

will be transferred from the general stacks those books which are constantly used by students in their special lines of study. In the library with which I am most familiar there are separate seminary rooms for political science, for Germanic and Romance, for Greek and Latin, and for English languages, for philosophy, for European and for American history. Each room is well supplied with the literature of the subject to which it is devoted, in each drawers are assigned to the members of the seminary for their writing materials and shelves to keep their private or library books on. The library books are transferred to these shelves for as long a time as they are needed, and being in the library building they can be obtained on application by anyone who should call for them in the general reading room. In these rooms professors hold their seminary meetings, reports of progress are made by the members of the seminary, portions of theses and essays read and discussed, with necessary literary material always near at hand to refer to.

No doubt, it is easier to enumerate these requisites of a library building, than to find a library possessing them. Oftentimes books are placed in a building which had never been intended for a library. Oftentimes a building is erected by a gentleman who never made a study of library architecture, but who with an infatuated pride fills the landscape with towers and turrets, arches and carvings, gargoyles and dragons, who throws in tile floors and sumptuously clumsy fireplaces, who calls a building fireproof in spite of a heating plant in the basement, and who puts a plate over the entrance reading: Library Hall—date.

Among the problems of a college library, that of having a suitable building is the foremost. The planning of the building must not be intrusted to persons unfamiliar with the subject. The building must not be erected unless the plans are approved by one or more (better more) practical librarians. A build-

*Mr. Babine was for a number of years connected with the libraries of Cornell, Indiana and Leland Stanford universities.

ing may be built substantially, may for years make visitors shrug their shoulders, for years exasperate the staff, and still stand coolly unbendingly, defiant of good sense, criticism and condemnation.

As any library, a college library is next to useless without a dictionary catalog fully representing the contents of its stacks. From the nature of its service and of the people served and from the size of some college libraries, the catalog need not be excessively minute. It must give a satisfactory description of every book, map, etc., with places and dates of publication, sizes and number of pages, or volumes, and contents of works comprising several volumes. It must be an easy guide to the shelves. The subject entries must be made carefully and without stinginess. Page references ought to have no place in a college library catalog; they confuse readers, vainly attempt to take the place of indexes to individual books, and swell the catalog. Special bibliographies better answer the purpose for which the page-references are intended, and professors will send readers to books, chapters and pages. A library purchasing a large quantity of books every year cannot afford to have all of them analyzed to a page and equally.

The staff of a college library must possess, among and above others, one important qualification—familiarity with foreign languages. The character of the books that come to a college library makes this qualification necessary. A cataloger, a classifier, a delivery assistant, must not be embarrassed with a Greek, Latin, German, Dutch, French, Italian or Spanish title. Improvements in spelling foreign languages ought not to be indulged in in any case and least of all before their grammars are mastered or before titles are cut down with a due respect for the sense and meaning.

The importance of the staff's service and its right to an independent existence must be recognized by the college authorities. As the case more usually is, the staff is not paid enough to afford

visits to other libraries, is deprived of opportunities to see how the trade is practiced elsewhere, of bringing to its desk and office the results of observation, the experience gathered in larger and progressive libraries. If means were devised to enable library workers to make a personal acquaintance with all the libraries throughout the state and with the more important ones outside of it, the result and the lesson of the closer relationship would prove invaluable to every individual library.

Is a college library to be a circulating or a reference library? Are some of the sons and daughters of the taxpayers to be given or to be denied the privilege of keeping books at home for days and weeks when others want them? One thing must be borne in mind, that a college library is intended for students as a help in their college work, not for any one's recreation and pastime. A reference library, doubtless, will accommodate more persons in a day than a circulating library. Even fiction ought to be given out sparingly, if at all, unless a college is willing to run the expense of frequently substituting fresh copies for the soiled and injured ones. In the years to come, when all students shall be gentlemen, college library books are sure to circulate among them; may they and we patiently wait for the library millennium! There is only one case in which books must be given out of the library, and that is the case of a library which has no fit reading room to use the books in. It will pay the college and the students to provide such a room rather than permit the circulation.

In making the above remarks I had in view a library which is open during the most part of the day, from eight in the morning until nine or ten in the evening. The lending of books over night and Sundays I would leave to the discretion of the librarian and his delivery assistant, but would not discourage it.

It is good for a college library to have an attendant at the desk who knows

all about the library books and who can answer questions. But it is better when the assistant does not encourage the readers' ignorance of books too much. It will pay the attendant not to answer "Yes," but to take an applicant to the catalog, to an encyclopædia, to a special bibliography, to find the answer before the applicant's eyes and to teach him the lesson of self-reliance. A college library ought to be, to a good extent, a library school, especially for the prospective teachers, some of whom may have to take charge of school libraries and to regret their unfamiliarity even with the elements of the library management. Preparatory schools, indeed, ought to be the first to give their pupils instruction in the proper use of books, in getting out of a school library all there is in it, in acquainting them with the idea that many books are to be treated like so many living men: ask of them what you want, do not necessarily put questions and seek answers on subjects not under immediate consideration. A college library ought not refuse to give instruction in practical accessioning, classifying, cataloging and other details of library work.

I wish to conclude with the enumeration of the topics to which I have intended to call your attention: a modern library building, a good catalog, flexible and simple systems of arrangement, a well trained and accomplished staff, a restricted circulation, a propaganda of the library methods and management, the private munificence. Let us hope that these things shall not long continue being problems of college libraries. Let us do well our part of the duty and, while looking for financial assistance from outside, let us give each other and take from each other what will best help us to promote our common cause.

The Century in 1909 is to publish a series of interviews, of unusual character, set down by Daniel Gregory Mason—records of familiar talk with notable musicians, among others, Paderewski, Gabrilowitsch and Kneisel.

A Comparison of Charging Systems*

Mary E. Hyde, San Francisco, Cal.

No one doubts the necessity of having the best possible charging system. Such a system is surely not now in existence; but two such good systems as the Browne and the Newark certainly deserve careful consideration and comparison.

The points of similarity are numerous. In each system a book pocket is pasted on the inside of one of the covers of the book, to hold the book card when the book is in the library. The book card contains the book number, author, title and, possibly, the accession number. Below these items it is ruled in columns. On the fly-leaf opposite the book pocket is "tipped in" a dating slip. The reader's card in each system contains the reader's registration number, name, and address.

The reader's cards are otherwise entirely different. The Newark reader's card is an actual stiff card, with the items just mentioned entered at the top, and having ruled columns below. In the Browne system, the reader's card is not a card at all, but simply a cardboard pocket similar in size and shape to the book pocket. It contains no ruled columns. It is designed to hold the book card moderately snugly when in the file.

Both these charging systems in actual operation are easy to understand and interesting to compare, but on paper they are far from entertaining unless a lively bit of imagination be used. Let us then "spoon" that you have just been granted a card in, say, one of the branches of the Brooklyn public library, and are to draw your first book under the Newark system. You select your book and lay it with your card on the desk in front of the assistant. She stamps the dating slip, also your reader's card and the book card, and then writes your registration number on the book card in the column

*This comparison is based on the study of loan systems in the New York state library school, on practical experience at the loan desk in San Francisco and in Brooklyn, and on observation of the workings of these two systems in various libraries visited.

opposite the date just stamped. Your card is slipped into the book pocket and you may depart with your book. Later, probably the next morning, the book cards will all be arranged, counted for statistics, and then filed in numerical order under the date.

When you return your book, the attendant sees that the dates on the dating slip and your reader's card agree, that it is fiction or non-fiction according as it was stamped in the fiction or non-fiction column and then stamps it off in the column opposite the charge. If you wish to draw another book, you take your card and go to the shelves, but if you do not wish to draw another book you may take your card home, but would do better to leave it to be filed away in the library. Whenever there is time the assistant will take the book card from the file, put it into the book pocket, and put the book on the shelf.

In the use of the Newark system there is a loss as well as a gain. It is delightful not to have to wait for the book to be discharged; to simply have your card stamped, rush right to the shelf, get another book, have it charged, and be off in almost as short a time as it takes to tell about it. But it is somewhat agitating to feel convinced that the book you want is in that ever-increasing pile waiting to be discharged, and to have no reasonable hope of there being an opportunity to get at it before the next morning when the books will all be gotten into place again. Of course, books could be discharged under the Newark system before the reader is given back his card, and thus be at once made available to other readers, but this would sacrifice the quickness which is the strong point of the Newark system.

Now step into a library that has the Browne system and draw your first book under that system. You either select a book from the open shelves or call for one from the stack. In either case the book and your pocket card are given to the assistant. She stamps the dating slip and the book card, and writes your

registration number on the book card opposite the date. You move on with your book and the attendant slips the book card into your pocket card and when there is a moment's spare time, files the two in the day's file arranged under number. This file is arranged just like the Newark file, but is rather more awkward to handle, for the pocket cards make it at least three times as bulky as the Newark file.

At first thought it seems superfluous to write the registration number on the book card, as that is filed in the pocket, which contains the same number. In the pure Browne system, the number is not written, but it is wiser to enter the number, for without it, if the tray should be overturned, or the book cards be separated in any way from the pocket cards, the tragedy of Humpty Dumpty would be enacted over again, and the whole library staff couldn't put Humpty together again.

When your book is returned, the assistant finds the book card in the file, verifies your name, and lifting the book card out of your pocket card hands you your pocket card and slips the book card into the book pocket. The book is now ready for the shelf.

Here you have the reverse of the Newark system. It has taken a little longer to get each reader's card back to him and this has amounted to a considerable loss of time during rush hours for the people near the end of the line; but all the books returned have become almost immediately available to borrowers.

In the Browne system the assistant works under greater pressure than under the Newark, for nothing can be left to be done later. To get the card back to the borrower, the book must be discharged at once; because books may be returned early next morning, cards should be filed as soon as possible after the books are issued. If this is not done and the whole file has to be arranged as well as counted next morning, the work will be greatly interrupted by that class of enthusiastic

borrowers who are always back for a new book within 24 hours.

To summarize: The two systems require the same original supplies. Newark cards when filled have to be replaced (they are generally so soiled, however, by that time that a new card is an unmixed blessing). The time for the two systems is practically the same, but in the Browne system there is the disadvantage of having the whole process done while you wait. This is a real disadvantage to the librarian as well as to the borrower, for in case of errors in filing, more of the library machinery is brought to the notice of the public than is desirable.

It might be well to add that in the matter of sending out fine notices the Browne system is decidedly ahead of the Newark, for the name and address are before you. In the Newark system the registration book has to be consulted, which takes considerable time; and an error in copying a registration number or in charging may result in an overdue notice being sent to the wrong person.

A modified form of the Newark system in that a dating slip is not used is as follows:

The borrower presents his card, together with a call slip giving the numbers of the books wanted; the book is found on the shelf, the charging card is taken from the card pocket, and the number of the borrower and date is placed thereon, the date being stamped also on the borrower's card; the borrower's card is then placed in the card pocket, and the book and his card delivered to him. The charging card is placed in the charging case, and forms the record of the fact that that book is out of the library, having been taken by borrower No. On returning the book the borrower again presents his card with the book, the charging card is taken from the case, both are stamped with the date returned, the charging card placed back in the card pocket, the borrower's card returned to him, and the book placed on the shelf, thus completing the transaction.

Some French Libraries

John Cotton Dana, Newark, N. J.

The museum and library building of Rouen fronts on Joan of Arc's street, but between it and the street with its noisy traffic is a charming little park about 200 feet square. Rouen, you see, has had 1800 years to learn these little touches of municipal good taste and it is not strange that she uses sound sense as well as money in handling her municipal buildings. The museum is museum and library combined, the two being one in the public mind. To reach the library you leave the little park, go around either end of the museum and into a narrow and very peaceful street, hardly more than an alley. Here is the library entrance, facing exactly the opposite direction to that of the museum. Across the narrow street rises an ancient church; ancient enough, at least, to be out of repair and to have ceased to be of use save for looks. Beside it is an open court, shut in on the two other sides by charming old buildings, over which rises the spire of one of Europe's most perfect and beautiful cathedrals.

The library doors open upon a great hall, with a large staircase rising at each end. On the walls, at the level of the second floor, are nine beautiful paintings, four of them full-length life-size portraits of men of letters, five of them large pictures representing the development of the arts of writing and printing, the last being the interior of a modern printing office. The library proper, so much of it at least as the visitor sees, is a large and lofty room, with three galleries, and rows of books rising almost to the ceiling—all commonplace enough. It has 132,000 v., 3500 manuscripts, 2700 coins and medals, and 2000 portraits of eminent men of Normandy.

To an attendant I introduced myself in my perfect American French; he disappeared through a door at one side; in a few minutes another attendant ap-

peared, evidently of higher rank in the service; at his request (and all went on in whispers, that the dozen serious-looking students in the room might not be disturbed) I followed him through a door into what seemed to be an outer catalog room, with perhaps five workers in it; we went across this and through another door into a more sacred and remote catalog room with only three workers. Both of these rooms were full of cases, tables and chairs all piled high with books. We crossed this second room to another door, which let us into a dark entry and up to a door, the fourth in our journey, of green baize; a rap on this by my conductor brought out a subdued "come in"—and we were in the presence of the director, Monsieur H. Lorient, himself. This was his proper sanctuary; here he can work quite undisturbed; and work he does, I have no doubt. His seclusion is the better understood when I say that he who conducted me there had, of course, previously ventured in himself and found that I would be admitted; yet, immediately returning, he must rap again for that admission!

If this was to me in the least humorous it was first of all admirable. Here were courtliness and grace quite at home; and the routine fitted the atmosphere that emanated from the vast cathedral which towered up only a stone's throw away; fitted the severe beauty of the library's front, looking across the narrow street to the ancient church; fitted the beautiful entrance hall, with its rich and noble paintings; and fitted the functions of the library itself as the citizens of Rouen understand them.

That the collection of books and other things is rich and rare one may easily believe; rather, one must take this for granted, just as the director genially did in his conversation with me. To select judiciously each year a few hundred volumes to add to such a collection is a

task worthy of a wise man's best efforts under the best conditions.

This is not a free public library, though it is supported by the city and is free. The work of a free public library as we understand it is done to some extent in France by libraries directly connected with the schools. This is a student's library, just as are the other so-called public libraries of France which I saw later. To it come about 120 students per day. Books are lent for home use for sufficient reasons, though not more than 50 or 75 in a month. The total cost of administration is about \$7500 per year.

In the center of the main library stands a replica of the seated statue of Voltaire by Houdon, the one at which you must look twice before you see the kindly smile behind the broad cynicism of the face. To find Voltaire thus at home in the public library of this ancient French town shows how far all France has marched since it drove Voltaire from its borders 150 years ago.

I found that Monsieur Lorient is quite well acquainted with library conditions in America and understood well how widely our work differs from that of the public libraries of France. His library is, first of all, the storehouse for the history of Normandy; and there is the general reference collection for all the students of the region. He seemed a little envious, perhaps, of the generous incomes which so many American libraries enjoy; but he understood clearly that these incomes are necessary to us, since we must build up our collections from nothing and must make our libraries in a measure take the place of the collections of paintings, sculpture, industrial art, antiquities and science, and the monuments of architecture with which every great French city, and Rouen in particular, is so bountifully supplied.

As I note several times later on, in these brief records of my observations, every French city has inherited from

its forbears the permanent possibilities of that cultivation in history and the arts which our cities either do not possess at all or possess only in embryo. From this difference in environment, in municipal equipment for education, and from the fact that in France the schools supply books for the young more freely than we generally suppose, we may draw two conclusions; one, that the American library is wise in extending its work until it covers, so far as environment and funds permit, the whole field of human culture; the other, that to make comparisons between French and American public libraries is quite absurd.

The public library at Tours is in a large but unpretentious building facing the broad street and promenade which overlook the Loire. On my first visit the assistant librarian told me that the librarian in chief was ill, and that in the latter's absence he regretted that as he could not leave the reading room in charge of the "mere attendant" who was there, he could not show me the library's books. Not wishing to call again, and thinking to save the assistant librarian trouble, I suggested in my best manner that I conduct myself. This was "absolutely impossible"; and the worthy man was plainly grieved that one who seemed so sensible could make so wild a suggestion! I mention this because it points to certain prominent facts in the library situation in France today. The public libraries have many old and rare books. They are often largely composed, as is that at Tours, of books gathered from monasteries and churches in the past hundred years, as the latter have passed into the hands of the state. Tours has 140,000 v., neatly ranged in vast cases rising well into the sky, standing in huge rooms, and all in order upon the shelves with that air of precision and propriety which the unused library so pretentiously wears. These books are precious; assistants to care for them are few; guar-

dianship of them must be strict, and the only way the librarians can guard them, with the staffs at their disposal, is to lock them from public view.

On a second visit I was conducted through vast vistas of books, and shown treasures enough in manuscripts and early printing to make an American lover of such things weep with envy. The courtesy of these guardians of books is unfailing. The conventions rule them, though none has seemed to identify seclusion with learning, efficiency and dignity as closely as did the good man at Rouen.

At Tours few books are lent, and those only to professors, the clergy and other persons carefully accredited by the mayor of the city. The reading room is ample for its purpose; with about 30 seats. To get a volume for study you consult the printed catalogs or the supplements in manuscript volumes, fill out a slip with the name of book and author, and when the book is found and before you take it into your own hands, you sign your name against an entry of it in a huge ledger.

If I describe this library with some minuteness it is because details about this one will serve to describe quite well others I have seen, and will roughly indicate the place which the public library holds in France today.

The building, as I have said, fronts on the esplanade by the river. Its upper windows look across the ancient stone bridge to the bluffs on the right bank, which here come close to the stream and are dotted with suburban homes. To one of these delightful houses on the right bank of the Loire, across from Tours, I shall come in my second incarnation, after having divided the closing years of my first between Bath in England, Woodstock in Vermont, and a farm in Sussex county, New Jersey.

On the ground floor you enter through a wide door into a large hall. In the rear is certain city fire apparatus

ready for instant use. At the door were several uniformed officials, checking over applicants for registration for a coming election.

To the left on the ground floor, in rooms, opening from the main room or covered court, lives the janitor with his family. To the right a glass door opens into a stairway court, bare and cold. The cold should be mentioned, for none of these public buildings is ever heated and they are never warm. The guide-books tell of this; but a hundred guide-books could not do it justice. The cold is not mixed with much dampness in spite of the stone walls and floors, and it is not surprising that the paper and leather of books stored in these old buildings seem never to mold or to turn to powder. No heat, no fumes of gas, no moisture, no extreme of cold or dryness—these structures seem the ideal preservatories of books; and, after all, they are not as unhealthful for human beings as are the houses of ice of our friends the Eskimos.

You climb the long winding stairs of stone, push open a door in the hall at the top and are greeted almost at once by an attendant seated near the door, who asks what you wish. The room you enter is the reading room, and in most libraries such a room is the only one to which the public is admitted. At Tours it is about 50 feet square, is high and well lighted, has walls of stone and—is very cold! Eight or 10 persons are here reading. At a raised desk at one end sits another attendant, and in the Tours library, as at most of the other French libraries, this person is neither the librarian himself nor an assistant of high rank. The more important functionaries are concealed in distant rooms, and are concerned with books, not with the public.

No books are visible in this reading room, save a few bound catalogs of the library, a manuscript catalog and a few volumes in the hands of readers. Students, as I have already indicated, never

see any books save the few that are brought to them on request. The catalog, and it is typical, is quite inadequate. It enters books only under authors, and is divided into classes which seem too general to be of much help to the inquirer.

If I seem to take on a critical or superior air in the above description, it is a seeming only. The library men I have met are all courteous to the last degree; they all seem to have some knowledge of the library movement in America; they all wish to see a similar movement inaugurated in France; and they all have more than they can do to preserve and keep in order the vast mass of treasures that has been put into their hands. They can buy few of the recent books; they cannot with their income open popular lending libraries, even if they could buy the needed modern books and current journals for such institutions; and they work on along their predestined lines with zeal and intelligence.

This Tours library is one of the oldest and richest in France. Its 140,000 v. have come largely from the religious houses in Touraine. It was established at the time of the Revolution in 1791, under the title of Municipal library. It has 1500 manuscripts, dating from the seventh to the eighteenth centuries, many of them richly illuminated, and over 400 books printed before 1500. Besides the libraries of old religious institutions, which form a large part of its riches, it has received many gifts of books and collections from private individuals. When I say that it has more than doubled in size in the past 20 years—growing from about 60,000 to over 140,000 v.—you can see how difficult it is for a small and poorly paid staff of assistants to do more than keep it in order, and roughly cataloged, without undertaking any popular book-lending work. It is open from 9 to 12 and from 2 to 5 daily, except Sundays, with shorter hours in mid-summer.

Plea of the Art Librarian

During the two years I have been librarian in an art museum library, I have had so constantly to defend my position to every other librarian it has been my fortune—good or bad—to meet, that I feel the time has come when a public justification of just such positions as I occupy should be made; and I believe that when one harassed art librarian has stated her mind, other harassed art librarians will come to her aid and help to flay the attacking Philistines.

The argument seems to stand:

The public library alone feels the pulse of the people and can minister to their wants and needs, adapting and growing with the changing conditions of the times, leading, coaxing, compelling the public to better living, clearer thinking, higher aspirations; the great comforter and entertainer of those submerged thousands who find here the only escape from the grinding materiality of their existence; the great motive force and tool for the intellectually ambitious in every degree of development; in fact, the great educator of the mature American public.

For the librarian, the public library alone offers a field for social service, breadth of endeavor, creative opportunity, originality, enduring results, high position, advancement, fame.

Now these are the premises I have felt underlying all the questions put to me about my mistaken judgment in shelving myself in an art museum library.

My public is limited, they say—and with truth—there being in any city but a small number concerned with art.

I learn nothing of the many live subjects that constantly come to the surface in other work.

I have none of the problems that demand skill and brains and ingenuity which all public librarians daily meet and solve.

I am in a field of work where there are few—almost no—workers compared with other lines of library work; therefore I

I have not the inspiration of competition.

I must work alone, unknown, serving few, helping less, giving to one where I might feed hundreds, away from the numberless thousands clamoring for intellectual food—I am not educating the public.

Now there is another element in the life of our times, and that is the few, overlooked scholars and artists who, when the last story is told, will be the ones upon whom the deepest, most fundamental things of life depend. They too are hungry and must be fed, and carefully fed by one who gives long, quiet hours to the selection of the proper foodstuffs. There will be one demand here, where in other lines there are fifty, but is it any the less noble or important for that reason? Is it not as important to put into the hands of one artist that tool which fits his hand and his alone, a tool that can perhaps be found only after patient search and trial and thought and study, when time must be forgotten and the end sought the only consideration? Is it not as important as telling fairy stories to a room full of little children? Or in giving predigested information to a hundred women's clubs? Or lighting the darkness of the uneducated laboring man?

The serious, lasting work in any country must be done by specialists, and the same holds true of the library. A great deal could be said about the impossibility of the public library accomplishing any satisfactory results along special lines. Its field must necessarily be broad, not deep, and like the public schools must be planned for the many average minds and interests, and never for the man or woman specialist. It must leave to the museum and the museum library the task of collecting the valuable and expensive material both in books and exhibitions for the use of the scholar class; of classifying this material, not from a popular viewpoint, but for the student, a task the labor of which is out of all propor-

tion to the needs of any but a specialized library.

The art library so far has been little known or appreciated, and has existed mainly for the use of museum curators and a very few students. But with the growth of our museums, the library has become more and more important. It is so far a comparatively new field for the trained librarian; classifications and methods and policies are only now in the making, and the success of any art library today is almost an individual success. But there is a future—to my mind, a great future—for the earnest art librarian. In our large cities the art museums are steadily growing—Boston, New York, Buffalo, Pittsburgh, Washington, Chicago, Cincinnati, all have or are now increasing their scope through new buildings, or additional buildings, and ample room is always given to the library.

Can there be a more inspiring work for any librarian than to develop the usefulness of these rich legacies of the ages stored away in her books and engravings and photographs, etc.? Can there be a more absorbing and necessary ambition in these dollar and cents days of ours, than to make accessible to the few seekers the inspiration and knowledge of past artistic accomplishments, so that the common life of our own cities and people may be beautified, their vision enlarged?

There may be no such great positions or salaries as are possible in public library work; it is true that one works alone; the interesting questions of children's rooms, loan desks, statistics of circulation, quick service, etc., etc., have no place in the hush of the museum library; but to know that the work done must be done, to feel that the expression of some artistic impulse depends upon your knowledge and sympathy, to will that the art of the future shall be made more intelligent through your library, is enough fame for the average librarian.

JANE WRIGHT,
Librarian, Cincinnati Art Museum.

Story-Telling in Libraries

Story-telling to groups of young children is now popular among librarians. The art is practised chiefly by women. No doubt one reason for its popularity is that it gives those who practice it the pleasures of the teacher, the orator and the exhorter. It must be a delight to have the opportunity to hold the attention of a group of children; to see their eyes sparkle as the story unwinds itself; to feel that you are giving the little people high pleasure, and at the same time are improving their language, their morals, their dramatic sense, their power of attention and their knowledge of the world's literary masterpieces. Also, it is pleasant to realize that you are keeping them off the streets; are encouraging them to read good books; are storing their minds with charming pictures of life and are making friends for your library.

In explaining its popularity I have stated briefly the arguments usually given in favor of library story-telling. There is another side.

A library's funds are never sufficient for all the work that lies before it. Consequently, the work a library elects to do is done at the cost of certain other work it might have done. The library always puts its funds, skill and energy upon those things which it thinks are most important, that is, are most effective in the long run, in educating the community. Now, the schools tell stories to children, and it is obviously one of their proper functions so to do at such times, to such an extent and to such children as the persons in charge of the schools think wise. It is probable that the schoolmen know better when and how to include story-telling in their work with a given group of children than do the librarians. If a library thinks it knows about this subject more than do the schools, should it spend time and money much needed for other things in trying to take up and carry on the schools' work? It would seem not. Indeed, the occasional story-telling which the one library of a town or

city can furnish is so slight a factor in the educational work of that town or city as to make the library's pride over its work seem very ludicrous.

If, now, the library by chance has on its staff a few altruistic, emotional, dramatic and irrepressible child-lovers who do not find ordinary library work gives sufficient opportunities for altruistic indulgence, and if the library can spare them from other work, let it set them at teaching the teachers the art of story-telling.

Contrast, as to cost and results, the usual story-telling to children with instruction in the same and allied arts to teachers. The assistant entertains once or twice each week a group of forty or fifty children. The children—accustomed to schoolroom routine, hypnotized somewhat by the mob-spirit, and a little by the place and occasion, ready to imitate on every opportunity—listen with fair attention. They are perhaps pleased with the subject matter of the tale, possibly by its wording, and very probably by the voice and presence of the narrator. They hear an old story, one of the many that help to form the social cement of the nation in which they live. This is of some slight value, though the story is only one of scores which they hear or read in their early years at school. The story has no special dramatic power in its sequence. As a story it is of value almost solely because it is old. It has no special value in its phrasing. It may have been put into artistic form by some man of letters; but the children get it, not in that form, but as retold by an inspired library assistant who has made no mark in the world of letters by her manner of expression. The story has no moral save as it is dragged in by main strength; usually, in fact, and especially in the case of myths, the moral tone needs apologies much more than it needs praise.

To prepare for this half hour of the relatively trivial instruction of a few children in the higher life, the library

must secure a room and pay for its care, a room which if it be obtained and used at all could be used for more profitable purposes; and the performer must study her art and must, if she is not a conceited duffer, prepare herself for her part for the day at a very considerable cost of time and energy.

Now, if the teachers do not know the value of story-telling at proper times and to children of proper years; if they do not realize the strength of the influences for good that lies in the speaking voice—though that this influence is relatively over-rated in these days I am at a proper time prepared to show—if they do not know about the interest children take in legends, myths and fairy tales, and their value in strengthening the social bond, then let the library assistants who do know about such things hasten to tell them. I am assuming for purposes of argument that the teachers do not know, and that library assistants can tell them. I shall not attempt to say how the library people will approach the teacher with their information without offending them, except to remark that tactful lines of approach can be found; and to remark, further, that by setting up a story-hour in her library a librarian does not very tactfully convey to the teachers the intimation that they either do not know their work or willfully neglect it.

With this same labor of preparation, in the room used to talk 30 minutes to a handful of children, the librarian could far better address a group of teachers on the use of books in libraries and school-rooms. Librarians have long contended that teachers are deficient in bookishness; and it is quite possible that they are. Their preparation in normal schools compels them to give more attention to method than to subject matter. They have lacked incentive and opportunity to become familiar with books, outside of the prescribed text-books and supplementary readers. They do not know the literature of and for childhood, and not having learned to use books in general for delight and utility themselves they

cannot impart the art to their pupils. As I have said, librarians contend that this is true, yet many of them with opportunities to instruct teachers in these matters lying unused before them, neglect them and coolly step in to usurp one of the school's functions and rebuke the teacher's shortcomings.

This is not all. A library gives of its time, money and energy to instruct 40 children—and there it ends. If, on the other hand, it instructs 40 teachers, those 40 carry the instruction to 40 class rooms and impart knowledge of the library, of the use of books, of the literature for children and—if need be—of the art of story-telling, to 1600 or 2000 children. There seems no question here as to which of these two forms of educational activity is for librarians better worth while.

JOHN COTTON DANA.

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H. H. B. MEYER.

Preparation for Library Work

On May 14 I addressed a circular letter to a number of university and college librarians, making some inquiries concerning the qualifications and personal characteristics of members of the library staff, covering the following points:

How many people on your staff (exclusive of yourself) are college-bred, or partly so; are scholarly in temper and pursuit, that is, who really care something for books other than as incidental to their earning a livelihood; have a fair reading knowledge of one or two languages other than English; and have the general educational or culture quali-

fications which would warrant your commending them as college librarians, if you were asked to suggest names for such a position?

Also, about where would these people rank if compared with members of your faculty; that is, as full professors, assistant (adjunct) professors, or instructors (tutors)?

I hope to prepare a brief (private) report from the answers made to these inquiries, which I trust will be interesting and helpful; but which will make no reference to institutions and no comparisons.

I received returns from 46 institutions, all appearing on the list of the Carnegie foundation. In the libraries of these 46 institutions there are employed 52 college-bred men and 68 college-bred women.

Of these, without regard to sex, the following seem to be the approximate or comparative rank—compared with officers of the institutions reporting:

Two full professors, 22 assistant professors, one lecturer, 43 tutors (or instructors) and seven laboratory assistants.

I am entirely willing to speak somewhat more in detail concerning the replies to my letters if there are specific inquiries. This statement has been delayed by the somewhat leisurely reply of some of those addressed and by the many breaks which necessarily come in vacation work.

JAMES H. CANFIELD.

Columbia university, New York.

Circulation of Cincinnati Public Library

Editor PUBLIC LIBRARIES:

The statement on page 332 of PUBLIC LIBRARIES, current volume, to which you call my attention, is far from correct. It got out while I was in Europe, and who is responsible for it is beyond my ken. The Public library of Cincinnati is doing well, but its circulation is not third largest in the United States. That was the story told by the newspapers.

N. D. C. HODGES, Librarian.

Oct. 12, 1908.

Public Libraries

(MONTHLY)

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
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Five copies to one library	- - - - -	\$4 a year
Single number	- - - - -	20 cents
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By the rules of the banks of Chicago an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

The reading librarian—It is most gratifying to note that in the addresses of prominent librarians recently, there has been an appeal to library workers to add to their store of knowledge a personal acquaintance with literature. It is the swing of the pendulum which for so long remained on the side of library technique, only touching names and lists if swinging toward literature at all, or at most stopping with literary reviews. Some of the strongest demands on librarianship have been that those who recommend books and persuade others to read should themselves be familiar with a large number of books as to their contents and value. This has been the aim in the reading course offered by PUBLIC LIBRARIES for busy librarians, to bring to their notice the books they cannot leave unread if they are to be alive to the possibilities of their work.

The danger of jest—It is not uncommon that librarians of standing and prominence undertake to awaken attention to tendencies in library work by using exaggeration and mild ridicule in regard to them. While no one will deny that good often results from such procedure, it is equally true that the unfriendly or the uninformed quite as often seize upon

the utterance of such a one of prominence and by using the jesting speech as evidence do much harm to library efforts. This is manifest at present by the way the daily press in numerous places is ringing changes on the phrase, "the mad chase for big circulation." It is not fair to those who are honestly trying hard not "to swell the circulation figures," but trying to get the right book into the hands of the right person at the right time. If large circulation figures are an attendant phase of the matter it is no reason why the honest effort should subject to doubt the motives of the librarian. A little care along this line would be commendable.

A. L. A. publications—There is too great lack of information among the majority of librarians concerning A. L. A. publications, just what they are, where and how they may be obtained and what they cost. Very recently an order was sent from Massachusetts to PUBLIC LIBRARIES for certain A. L. A. publications which had received notice in these columns. The Library of Congress also encounters the same problem, as will be seen by Mr Meyer's appeal in another column. Just how this can be remedied in states having no state supervision of libraries is a question, but certainly those states having library machinery for that purpose have missed a very important part of their work when every library within their borders is not intelligent as to the source of A. L. A. material and the most economical way of getting it. It is not uncommon for an outsider to receive these and similar questions showing a lack of close connection between libraries and the library power of the state. Not only the few great things, but the many small ones

that commissions and the like do for their constituency, make their services valuable.

Recent library meetings—In the reports of the various library meetings held in October there is gratifying evidence of a widening of the horizon in the study of the library problem. On several occasions PUBLIC LIBRARIES has pointed out the need of outside points of view and the value of estimate and opinion from those not engaged in library work. It is a satisfaction always to find others who agree with an expressed opinion and particularly when the agreement is in concrete form. It is a pleasure, therefore, to note in the New York meeting the address of President McAneny of the New York civic club and Professor Bailey of the agricultural college at Cornell, in Iowa, the address of Mr Richman, the historian, and in Illinois that of Dr Vincent, the sociologist. Each of these speakers from his own viewpoint treated the library as a responsible factor in the community and in every case they are reported to have been highly interesting and conducive to new ideas on the part of those who heard them.

The selection this year of Mrs Elmen-dorf as the A. L. A. representative to visit the associations in the middle West, was highly satisfactory. Though absent from this locality for the past 10 years she had left behind her such appreciation, both personal and professional, that she was warmly received on her return. Seldom does one hear such a message as she brought, and in one association at least it was openly stated that not even from the platform of the A. L. A. does one hear the sane, wholesome inspiration that she delivered in her The things that matter.

Library Legislation for Illinois

It was voted at the recent meeting of the Illinois library association that the subject of state supervision of library extension for Illinois should be presented again to the incoming legislature. The resolution favoring this will be found in the report of the meeting of the association at Galesburg.

There is something almost pathetically ridiculous in the efforts that have been made in behalf of this work in Illinois. There has been presented to every legislature for the last 10 years, since 1898, a petition for the state to take up this work in one form or another with almost no results. The situation is one that at first thought seems discouraging, but the whole matter rests in the hands of those in the state who really desire library extension for Illinois.

The source through which the supervision and extension should be carried on is really immaterial, though, so far as the work itself is concerned, good business ideas would demand that the state library machinery already in existence should be utilized to do this work. The state library of Illinois is at present performing no work and giving no service that would, in any way, prevent it from doing the additional work proposed, if ordered by the legislature to do so, as is the case in other states. The disinclination of those having the state library in charge to do active work is the only obstacle in the way. Those who are dismayed by the attitude of the state library authorities, propose to ask for a state library commission to do the work, though this idea also has been opposed by the same persons who object to the other.

I would earnestly request every library worker, library trustees and others interested in library extension, to give serious consideration to the problem and send me their opinion as to the best means of bringing about the thing that is so needful—some form of state supervision, either through the state library or through a library commission.

MARY EILEEN AHERN, Pres.

Library Reading Course

There is no longer any doubt as to the public library being "an integral part of public education." The burden of proof is on the one who ventures to doubt. A review of the literature dealing with the relation of libraries and schools gives evidence of the increasing knowledge and appreciation of both factors and the value and scope of the work of each. For a long time the library was considered a sort of tail to the school kite, and evidence is not lacking that many librarians once thought they had come into being to supplant the schools. Now the best libraries and the good schools are working together to bring the results of the combined thought of the world to help build character. How best to do this is worthy of the best efforts of the best people everywhere.

Reading for November

Theme—Relation of libraries and schools.

There is so much good material on this subject that a general reference is nearly all that is necessary. The proceedings of the library department of the N. E. A. since 1896 will furnish the best that has been written on this general subject. The following are specially commended:

How the teacher can help the librarian. Mira Jacobus, N. E. A. Proceedings, 1907, p. 974-978.

How can the librarian aid the teacher? Walter A. Edwards, N. E. A. Proceedings, 1907, p. 978-982.

Library Primer, p. 156-162.

For several years the proceedings of the library department were printed separately and may be had for 10 cents each from Sec. Irwin Shepard, Winona, Minn.

This month we are able to present the contribution from Dr George E. Vincent of University of Chicago on Sociology. This completes the collateral reading for this year. If those who have taken this course will have followed the line of reading offered by Mr Larned, Dr Moulton and Dr Vincent, they can but have added to their library technique at the

close, a most valuable store of knowledge of books as living organisms as well as tools.

Sociology

Dr George E. Vincent, University of Chicago

Use of the term. The word Sociology covers a wide field which has vague boundaries. Not only in scientific classification, but in library catalogs, this term is in danger of being a convenience for classifying ideas and literature which do not fall easily into more clearly recognized categories. Sociology is used in at least five senses: 1, as an all-inclusive term comprising everything which has to do with social theory and practice; 2, as social philosophy; 3, as social science; 4, as social psychology; 5, as social technology, i e, the application of principles to problems of penology, charity, etc.

Sociology as an inclusive term. It is the fate of a new department to suffer from vagueness of definition. The popular use of sociology, and especially of the fashionable adjective "sociological," are evidences of this immaturity. As quickly as possible, thoughtful people should discriminate against this vague and almost meaningless use of the term.

Sociology as social philosophy. The word is used legitimately enough in this sphere. Before the organization of modern sociology, social speculation was part of general philosophy, and culminated in the philosophy of history. Among the names prominent in history of Social philosophy are those of Plato, Aristotle, Cicero, Polybius, St Augustine, Bodin, More, Macchiavelli, Hobbs, Locke, Montesquieu, Vico, Rousseau, Adam Smith, Malthus, Hegel, St Simon, Robert Owen, et al. There is no one volume which deals with this whole field. Probably the best single book is J. S. Mackenzie's Introduction to social philosophy.

General or pure sociology. The aim of sociologists is to put their subject on a scientific basis. To this end the general theory of social origin and evolution, the laws of social institutions and activities are being formulated into what

is coming to be known as general or pure sociology. This subject is analogous to general biology which attempts to formulate the laws of life. It must be remembered that there is as yet no full agreement as to just what pure sociology is. The leading authorities in this field stand for different views which are not wholly consistent with each other, but which are tending toward some kind of unity. On the general subject of the possibility of a scientific sociology, it is important to read Spencer's *The study of sociology*. Introductory texts are: Arthur Fairbanks' *Introduction to sociology*, and Ross's *Foundations of sociology*. The more advanced books in this field are Franklin H. Giddings' *Principles of sociology*, Lester F. Ward's *Pure sociology* and A. W. Small's *General sociology*.

Social psychology. The influence of mental forces in society plays a leading part in all contemporary social theory. There is therefore a department of study which is, on the one hand, a subdivision of psychology and, on the other, of sociology. Social psychology falls into two natural divisions: (1) Race psychology; (2) Group psychology. The former deals with the origin of institutions among primitive peoples. It studies the beginnings of law, customs, government, art, leadership, etc. There is no one book which systematically covers the whole field. The literature is still in the form of special volumes, monographs and articles in journals. One important and suggestive book in this field is William G. Sumner's *Folkways*.

Group psychology describes the study of mental influences, chiefly in more advanced societies. It deals with problems of mental uniformity in social groups, leadership, authority, public opinion, fashion, conventionality, mob spirit, etc. The important books in this field are Ross's *Social psychology* and *Social control*, Boris Sidis' *Psychology of suggestion*, C. H. Cooley's *Human nature and the social order*, J. Veblen's *The theory of the leisure class*, and Le Bon's *The crowd*.

Social technology. This term has been suggested to describe the application of principles to the technical problems of social reform. Sociologists make much of the point that if social theory is of any value it must stand the test of concrete, social service. Social technology therefore includes a wide range of problems in penology, in dealing with the defective, dependent and delinquent classes of society, in furthering manifold readjustments. There is an immense literature in this department, and it is practically impossible to indicate any specific volumes that can in the nature of things give a comprehensive view. Warner's *Charities* is a typical book under this general division.

Descriptive sociology. This is a rather unsatisfactory heading, which might be translated miscellaneous. It includes a large literature of essays, descriptions, novels, etc., which deal with many aspects of social theory and practice. Under this heading would appear some of the most valuable and suggestive volumes in the whole range of contemporary social report and interpretation. For example, Jacob Riis' *How the other half lives*, Jane Addams' *Newer ideals of peace and Democracy* and social ethics, John Graham Brooks' *The social unrest*, etc., etc.

Index to Public Libraries

It is the present purpose to send out the index to PUBLIC LIBRARIES for 1908 with the January, 1909, number of the magazine. For some unknown reason there is always a demand for extra copies of the index several months after it has been sent, and attention is called to the matter at this time, so that the receipt of the index later may not pass unnoticed.

We are pleased to be able to state that we have secured the services of Mrs Edith Granger Hawkes, well known as the compiler of valuable indexes of various kinds, to prepare the PUBLIC LIBRARIES index for 1908, thus insuring an accurate and comprehensive piece of work.

The New A. L. A. Catalog Rules

This welcome volume* is based on the Condensed rules first published in 1883, and reprinted as an appendix to Cutter. The original Rules presented merely an outline of cataloging, and from lack of detail and changes in library practice was superseded by fuller or later codes like Cutter and the Library school rules. As the lack of a satisfactory official code proved a hindrance to coöperative cataloging, the coöperation committee in 1900 asked Miss Kroeger to present to the Montreal conference the disputed points in catalog practice, with a view to the provision of a 'working code. Before the end of the year an A. L. A. catalog rules committee was appointed, and in 1902 the draft of a new code was printed under the title, A. L. A. rules—Advance edition. This draft served as a basis for two years' further discussion, and the committee was ready to print when the scope of its work was enlarged by a proposal from the catalog committee of the British library association for a joint code for both countries. The suggestion was received with enthusiasm, and a fuller code, with definitions and illustrative examples, was undertaken. The revisers were representative of the views and practice of various kinds of libraries, and were recognized as experts whose assent carried authority. The result of the years of labor is now before us.

The mechanical execution of the book is worthy of its contents. The form of page and style of type have been carefully chosen, and the binding is of good cloth with neat lettering. The low price should insure a large sale. The volume opens with a brief history of the code. Then come four pages of definitions, 60 pages of rules and illustrations, and appendixes on abbreviations and transliteration. Two score sample cards and a full index complete the work.

The rules are for author and title en-

tries only, and do not deal with subject entries. No rules are given for indentation, spacing, call-numbers and the like, although the sample cards are useful in this respect. There is none of the discussion which forms so interesting a feature of Cutter's Rules, but there are numerous references to Cutter, Linderfelt, and other codes where explanations and discussions may be found. The treatment of manuscripts and incunabula, and the arrangement of cards are also outside the scope of the code. The rules are brief and clear and are often annotated by the L. C. supplementary rules—a feature of special value to all who use the L. C. printed cards.

Three radical modifications of the proof code printed last year have been adopted from the British committee. All compound surnames (including English names like Baring-Gould) are now to be entered under the first part of the name. In entries for two joint authors (as Besant & Rice) both are to be given in the heading. The numerous rules for capitals and punctuation are replaced by a short general direction, with a revision of the L. C. rules for those who desire more explicit instructions.

The rules are essentially those of the Library of Congress, for they have been formed largely from the L. C. practice, while that library in turn has striven to conform to the code. They consequently represent the requirements of the larger libraries and those of a scholarly character.

The code will doubtless be accepted at once by the library schools as the standard text-book; it will be the working code for new libraries and for the recataloging of old ones; and it will greatly simplify all future coöperative effort. Perhaps its happiest feature is its international character. Greater bibliographical coöperation is now possible between British and American librarians. And a code accepted by the English-speaking world must have a weighty influence on the codes of other countries, and on the code for the universal catalog.

ANDREW KEOGH.

*Catalog rules. Author and title entries. Compiled by committees of the American Library Association and the (British) Library Association. American edition. Boston, A. L. A. Publishing Board, 1908. xvi, 88 pp. Price, 50c.

Impressions from A. L. A. Meeting

A new use of color scheme suggested

In a recent address before the Chicago library club, Mr Rudolph of the Newberry library suggested the following:

On my arrival I noticed at once the numbered button arrangement of the members and thought that this practical scheme would work like a charm for my purpose. I am sorry to say that it did not prove so practical as I had reason to hope. Whenever I thought I had found a winning number and tried to find name and position at the corresponding number in Who's who, the *Daily Cumulative*, the object of my inquiry was either gone or proved to be no cataloger.

There is no question about the practical value of this button scheme, provided some improvements are adopted that will establish at a glance what are the rank and position in the library world of the person whom one is addressing at such a meeting.

For this purpose I suggest the adoption of a series of colored buttons displaying the registration number obtained at the time of joining the A. L. A. These buttons may be arranged as follows: For a trustee, a gold button with a star; for a librarian, a gold button; for an assistant librarian, a silver button; for a reference librarian, a red button; for a classifier, a blue button; for a cataloger, a white button; for a general library attendant, a black button; for a book agent, a green button; for a member not connected with library work, a yellow button, and so on.

A button arrangement on this plan has many advantages. The color of the button indicates at once, without any mistake, the rank and position of a member, while the number tells in most cases the length of time devoted to library work. It will form a convenient point for two members, not known to each other, to begin a conversation on familiar fields. It will cause a drawing

together more closely of members belonging to one particular section. It will greatly facilitate the work of librarians or trustees, who come to such conferences for the purpose of filling vacancies in their libraries, because they have a good opportunity of making their personal observations in a quiet manner without being compelled to disclose their wishes to another member who happens to have a large acquaintance among the members of the A. L. A. In fact, if this plan becomes more generally understood, the attendance of these yearly meetings will increase, because trustees and librarians, as well as members, wishing an engagement in library work, will realize the opportunities offered at such conferences for securing competent assistance.

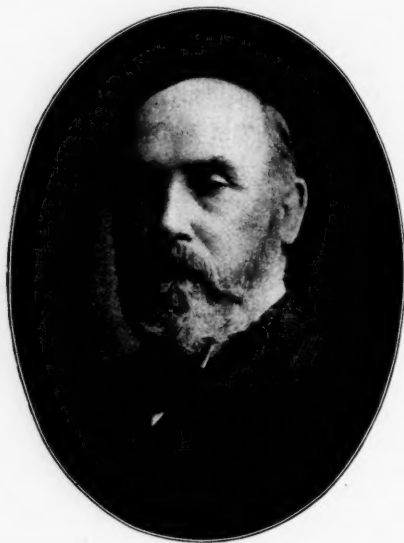
ALEXANDER J. RUDOLPH.

Open Access vs Indicators

A paragraph has been going the round of the London and Provincial press stating that all the municipal libraries worked on the open access system issue nearly one million books less per annum than a similar number of libraries arranged for the indicator system. The *Library World* has made an exhaustive inquiry into this statement and finds that it is incorrect, the fact being that when 30 open access libraries are measured, against 30 indicator libraries in towns of the same size, the result is that the open access libraries issue 673,000 v. more per annum. The comparative statement as to Croydon and East Ham is almost erroneous, being based upon population figures, which are exceedingly misleading. Instead of East Ham issuing more volumes per person than Croydon, as stated in the paragraph in question, the real figures are—Croydon 2.48 against East Ham 2.34. The table published in the *Library World* for September gives a complete answer to those misrepresentations concerning the work of English open access libraries.

William B. Wickersham

William Bailey Wickersham, for 36 years secretary of the board of directors of the Chicago public library, died on October 15, in Los Angeles, Cal., whither he had gone on an extended leave in the hope of regaining his health. This simple announcement chronicles the passing of one of the staunchest friends which that library ever had, and of its oldest and most valued servant. Mr Wickersham was descended from Quaker



stock and was himself a prominent member of the Society of Friends. He was born in Indiana in 1844, graduated at Earlham college in 1867, and after teaching school for some years, came to Chicago, where, on July 20, 1872, he became secretary of the original committee organized to take charge of the large donation of books sent to Chicago after the great fire of 1871 by English sympathizers, under the leadership of Thomas Hughes, "toward the formation of a free library, as a mark of English sympathy." When the Public library

grew from this foundation, Mr Wickersham continued as secretary of the board, and was its sole executive officer up to the time of the election of Dr W. F. Poole as librarian in 1873. Throughout the library's career, from 7000 to 350,000 v., he was its financial and business manager, intrusted with its intricate revenue affairs, and with immense responsibilities arising out of the erection of its \$2,000,000 building. In every capacity he was distinguished for singular fidelity, rigid uprightness and a stern and scrupulous sense of honor and justice. It is not too much to say that each succeeding board of directors quickly learned to repose unwavering confidence in the secretary's inviolable integrity and business ability, as well as in his clear and sagacious judgment and his supreme common sense.

Mr Wickersham was for many years president of the village board of the suburb where he resided, and of the township school board. He was twice president of the Chicago library club, and always actively interested in library work and progress generally. He was the author of the coöperative pension plan now in successful operation among the employes of this library, and the inventor and original patentee of the library card pocket in common use.

The staff of the Chicago public library feel his passing with all the force of a personal bereavement. Having been literally the first employe, he became by weight of seniority, and by the force of his character and his kindly, benevolent interest in each individual, the patient counselor and friend of all, and few indeed of this great staff have not felt the wisdom of his advice, the strength of his aid, or the cheer of his sunny smile. The remarkable beauty and purity of his personal life and his unfaltering loyalty to the institution he served for so long, combined to make of him a public servant who may truly be called ideal.

C. B. R.

Keeping "Open House" at the Library

Massachusetts has the largest library membership and the second largest individual membership in the American library association, and no town in the state is without its library. In spite of this proud boast there are many librarians who have never attended a library meeting of any kind, partly because on a salary of from \$10 to \$25 a year there is not much margin for traveling expenses and partly because they have never had the courage to start out alone to meet a company of people who are entire strangers to them. This is especially true in the western part of the state where trolleys have not found their way through all the hill towns. Realizing these conditions, the Western Massachusetts library club asked the librarians in the larger libraries representing centers in the different counties to keep open house on September 11. The request met with a cordial response and the librarians in North Adams, Pittsfield, Greenfield and Springfield sent out letters like the following, each addressed personally:

My dear Miss _____:

On Friday, September 11, the City library of Springfield will keep open house for librarians in this vicinity, and you, with your assistants and trustees, are cordially invited to visit the library. Members of the staff will be ready to explain the different departments here, including classification, cataloging, accessioning, mending, labeling, binding, and charging of books, the sending of notices, reference work, book buying, choice of periodicals, work with children, with the schools, and with the branches, the collecting and mounting of pictures, bulletin boards, and their uses, making of book lists, collection of local material, and the advertising of the library.

This invitation is extended at the instance of the Western Massachusetts library club, in the belief that we librarians of a neighborhood may profit by an opportunity to compare notes, discuss methods, and become better acquainted.

Cordially yours,

LIBRARIAN.

Librarian and assistants gave up the day as far as possible to the entertainment of the guests. There was no effort

made to "show off" the library, but rather to find out the special interest of each visitor. Many of them were interested in every department. The mending corner was full all day; in fact, the assistant in that department in one library wished she might have had a phonograph to have repeated the story for her. One librarian living in a hamlet five miles from a railroad said it was the first time in 16 years that anyone had taken enough interest in her library work to write her a personal letter. Another wrote less than a week after the meeting, "I have already begun a picture collection." Three librarians representing different sections of the same township met for the first time. One librarian was planning to change his mode of accessioning; another had difficulty in her charging system; another wished points on beginning a collection of local history. All these problems could be worked out on the spot.

This plan of visiting has advantages over a formal library meeting in that each person can talk over his own problem with the person who understands it instead of listening to general topics which have no immediate bearing on his case.

The plan of keeping "open house" is cordially recommended to other clubs as a very simple way of increasing the library spirit, stimulating attendance on club meetings and making libraries more useful.

The traveling man who is obliged to spend a Sunday at a hotel wants something to read. Here is an opportunity for the local librarian. Get together a small collection of attractive books—fiction and non-fiction—and take them to the proprietor of your nearest hotel. Tell him they are for the use of guests, and that you will exchange them for others after a time. And whether he accepts them or not, keep a notice in the hotel that the library will be open Sunday and other days, and all are invited.—*Vermont Bulletin*.

Book Buying for a Small Children's Room

1) Set aside a definite proportion of the book fund for children's books, otherwise the demands of the adults for certain books will crowd out the needs of the children. This proportion should be, in ordinary circumstances, not more than one-fourth of the total fund, and probably not less than one-fifth.

2) Aim to have your books average 60 cents (\$.60) each (actual cost). This does not mean that no book costing more than \$1 list should be bought, but that care should be taken to buy inexpensive editions as often as possible, in order that a few well-illustrated books may be bought.

3) A good guide for book selection and for inexpensive editions is a Child's library, by Prentice and Power (Cleveland normal school, price, \$.25).

4) Build up your children's collection from two sides, the school side and the cultural side. Keep a list of all school subjects on which you have no good material and study the new Pittsburgh school catalog (price, \$.50) for suggestions for books along the subject desired. As an aid in building up your library from the cultural side, use Miss Moore's list of Books for a children's library (Iowa library commission), Miss Hunt's The child's own library (Brooklyn public library) and Christmas books for children (Cleveland public library).

5) For the sake of discount, buy all the children's books for the year at one time, reserving a few dollars for emergency needs. By placing this order in the early spring there is ample time to get the books cataloged before the heavier work of the winter. If it is deemed better, the books may be placed on the shelves a few at a time.

6) Buy no new fiction unless asked for by title, and do not buy a requested title until it is listed in the *A. L. A. Book List*, *The Carnegie Library Bul-*

letin, or the *Cleveland Library Open Shelf*.

7) Buy a few beautiful editions of books which are acknowledged to be classic (such as the Wonder book, with the Crane illustrations), and if the book fund is very small, keep these for room use and use cheaper editions for circulation.

8) Buy the Crane, Caldecott and Greenaway picture books and keep them for room use. Buy for circulation the inexpensive little readers given in the lists mentioned.

9) Study the catalogs of second-hand dealers who offer new books at a special discount. Where titles desired can be bought this way the discount is larger than a bookseller's. In buying this way the cost of transportation must be included, which may make the actual cost more instead of less than the usual price.

10) Always specify editions and do not buy from publishers' lists which do not specify editions.

CAROLINE BURNITE,

Director of children's work, Cleveland public library—*In Ohio state library bulletin*.

Reinforced Bookbinding

A list of 70 books now obtainable in a reinforced binding may be had on application to the A. L. A. committee on bookbinding.

Complaints have been received from several publishers that very few orders for these books have been received, in spite of the fact that the total number of copies which libraries agreed to take was sufficient to induce the publishers to bind in this way. Libraries which agreed to take these books are especially urged to send in their orders as soon as possible. Libraries which did not agree to take any of these books will find it to their advantage to consult this list and order such books as they will need.

Use of Telephones in Libraries

The Newark, N. J., Free public library asks: Do public libraries in general make much use of the telephone? We have not found it easy to increase as much as we would like to the use made of the telephone by the public in asking questions of the library. The fact that telephone calls are welcome has been quite well advertised in the local papers and the library telephone number is printed on much of our stationery and many of our blanks. The library now lends all books for 30 days. At the end of that time, if the borrower wishes to renew them he must bring them to the library. Renewals over the phone are consequently impossible. Books are sent to any address by special messenger for a small sum.

We have two trunk lines to our central station and switchboard. This central station is connected, in the building, with 21 telephones on four floors and the basement, in the several departments. Calls within the building are about 58,000 in a year. Calls outside the library number 5600 in a year. Calls to the library from the outside number 6000 in a year.

The library has five small branches, in each of these is a telephone.

The total cost of telephone service is now about \$25 per month.

In the hall on the first floor of the library is a telephone booth for public use, with a sign to that effect near the front door. This is used by the general public and also by the members of the staff calling private business.

The Century has under way, for early publication, papers, from several sources, which will give the public an intimate view of the methods, motives and character of the late Grover Cleveland. The papers will include an illustrated sketch by Prof. Andrew F. West on the ex-president's residence at Princeton, and his interesting and influential connection with the affairs of a great university.

A Tribute to Dr Spofford

The following resolutions were passed by the library trustees of Public library, Washington, D. C.:

Since the last meeting of the trustees of the Public library of the District of Columbia, Ainsworth Rand Spofford, LL. D., a member of the board practically from its organization, has been removed by death from further participation in their councils.

Dr Spofford brought to the service of the public library in its infancy a marvelously broad and exact knowledge of books and their contents and a fine and keen appreciation of and catholic taste in literature. As chairman of the committee on books from the establishment of the library, he exercised a strong influence in determining the character of the book collection as an agent of popular education, by the formulation of general policies, by drawing up lists for purchase and by almost daily countersignature of book orders. Never absent from the meetings of the trustees, except when detained by illness, he always gave of his best, and that was founded on sound judgment and ripe experience.

When appointed to the board he was librarian of Congress. His remarkable career in that office and later in that of chief assistant librarian, his services to legislators and to literary workers, his own contributions to literature, his large responsibility in bringing about the erection of the Congressional library building—these are all matters of common knowledge throughout the literary world.

He was also long known to the members of this board as one of the oldest and most highly honored of public servants; he was one of the most conspicuous figures in the literary and scientific circles of the Capital, where he shone as delightful conversationalist, ready debater and polished and forceful essayist; he was a genial and courtly host and ever a fine gentleman of the old school; as citizen, neighbor and friend he was upright and honorable, devoted and loyal.

The public library trustees desire to express their appreciation of his long, devoted and valued services to the library and their admiration of his high character, and to place upon record this testimonial of their grief at his removal from their councils and from his accustomed place in the community.

Therefore, be it resolved, that this expression of their esteem and regard for him be entered upon the minutes of the public library trustees and that a copy, properly transcribed, be transmitted to the surviving family of Dr Spofford.

Book Stealing

A rather interesting question has frequently been raised as to whether it is discreet or safe to have books in our libraries placed on open shelves so that any person visiting any free library can take down and consult the books without reference to an assistant.

On Thursday, a man was tried before Judge Willson for taking books from library shelves and selling them to a secondhand dealer. He pleaded guilty to three cases and was sentenced to one year's imprisonment. His stealings were not limited to free-shelf libraries. He stole books from the Apprentices' library, library of the College of physicians, as well as two of the branches of the Free library.

About a year ago a landlord of a house on Columbia av. delivered over seventy-odd books which had been taken by a lodger from various libraries. In this collection nine were from the Free library shelves and the remainder from the shelves of the library of the University of Pennsylvania, Spring Garden institute, Drexel institute, Franklin institute and other libraries.

It shows that the people as a class will take good care of the properly and do right where they are treated with confidence. You cannot prevent silver from being stolen from the house by a burglar, and in a similar way no precautions will prevent a thief from stealing a book from the library if he has a mind so to do.

The great advantage of being able to consult books freely is a matter which hardly deserves argument at the present time, but it does seem right to give consideration to the fact that the strictest of rules and the closest reservation of books under lock and key will not prevent thefts and that consequently the great advantage of being able to consult books without restraint is not purchased at the risk of greater loss than is incurred by those libraries who refuse public access to the shelves.—Editorial in Philadelphia *Public Ledger*.

Interesting Things in Print

The Steel works club library of Joliet, Ill., has issued a list of foreign books, German, Swedish, Polish, Slavok, Italian and French, covering all classes of literature.

The Chicago municipal library has issued a printed catalog of 149 pages to its collection of 15,000 pieces. These cover reports and documents from the principal municipal bodies of the world. The claim is made that this is the first catalog ever made of a municipal library.

The Stone & Webster Co. has issued a subject index to the current literature of a technical character for 1907. While prepared primarily for the employees in the vast interests of the company, a limited supply will be distributed to interested persons and individuals.

Street's Pandex of the News, after a suspension of some time, owing to the illness of its editor, Arthur I. Street, resumed publication again September 1. Librarians will find this cumulative index and digest of the newspapers of the United States a valuable time saver and a great aid in the work of their reference rooms.

The H. W. Wilson Co. have issued their printed Fiction catalog, referred to at the A. L. A. meeting at Minnetonka.

This is a selected list of the best novels of all times, cataloged by author and title, with annotations and Cutter author numbers. It is the purpose of H. W. Wilson Co. to furnish this at a low price for those libraries that find a demand for a fiction catalog not on cards. Special prices will be made for quantities and abridged editions printed to order.

In the address on the Anglo-American agreement on cataloging rules and its bearing on international coöperation in cataloging of books, by J. C. N. Hanson, chairman of the A. L. A. catalog rules committee, delivered before the *Conférence internationale de bibliographie et de documentation*, which met at Brussels in July, will be found a most interesting and instructive history of the de-

velopment of card cataloging in American libraries. The address, as its title indicates, gives the ground of the agreement for the international work. Those interested particularly in cataloging will find the reprint, in which form it may be obtained, a valuable acquisition to their catalog material.

The Library association of the United Kingdom has issued, through the Libraco Co. of London, its third annual classed list of best books, 1907-08. This work is published by the Library association not for profit but with the object of raising the standard of reading of the general public. It is compiled by members of the association chosen because of their recognized ability in their special field. Among the 32 names we find E. W. Hulme, Henry Guppy, George E. Roebuck, Henry Bond, R. A. Peddie, J. Duff Brown, Dr Ernest A. Baker, T. W. Lyster, E. A. Savage and Henry R. Tedder. Henry V. Hopwood is general editor. A subject index is given. The pamphlet may be had for one shilling, sixpence.

The long-looked-for volume on Small library buildings, issued by the A. L. A. Publishing Board, is at hand.

It contains a collection of plans contributed by the League of library commissions with copious notes and an introduction by Cornelia Marvin, secretary of the Oregon library commission. A large number of plans were sent to the editor by the cooperating commissions and from these a selection of what was considered the best was made.

This is probably one of the most valuable publications that has yet been issued by the A. L. A. Publishing Board. Library buildings for various purposes and costing varying sums from \$5000 to \$75,000 have been included. The cuts represent the buildings which, in the judgment of the various commissions sending them, best serve the purpose of public library buildings. There is a great need for just this volume all over the country and a special effort should

be made to introduce it in as many localities without library buildings as possible. Its criticism, comments and suggestions will cause many library boards to wish they had waited for its appearance before building what they now have to struggle with to make serve economically and conveniently library purposes.

In a recent article in the *Providence Journal*, W. E. Foster, librarian of Providence public library, calls attention to the fact that there are 31,825 persons of foreign birth in that city. The library from the first has had collections of books in various languages on open shelves in different departments for their use. Last year, however, all the books in foreign languages were brought together on the second floor and placed in charge of a special attendant who also charges the books for circulation. These books may be consulted at the library or taken for home use at all hours when books down-stairs may be taken. Tables and low lights have been placed where they will facilitate the convenient use of the books. The attendant is expected to give as thorough assistance as possible, not only in the suggestion of books, but in showing what steps are necessary in order to take a book. In the case of Russian and Yiddish books, the blank forms which are placed inside the book contain directions about taking out books printed in these languages. At present the books in various languages number 8000.

The citizens of the various nationalities who are versed in English take great interest in adding to the collection and in calling attention to it among their countrymen. "A book which will help me to learn English," is the familiar saying among the readers of all these nationalities in using the Providence public library. Weekly reading lists, printed in the newspapers, try to answer the demands of these people in learning the English language. Copies of the lists were sent to the principals of all the evening adult schools with an invitation to come to the library and use the books.

American Library Association
Abstract from proceedings of executive board

The meeting of the executive board of the American library association was held at Lake George, N. Y., September 25, on the call of the president, with the following members present: C. H. Gould, N. D. C. Hodges, Mrs H. L. Elmendorf, A. E. Bostwick and J. I. Wyer, jr.

The following appointments to committees were made: Library training, Mary W. Plummer, Adam J. Strohm, William A. White.

Constitutional revision, W. H. Brett, C. W. Andrews, resigned.

Library architecture, W. R. Eastman, C. W. Andrews, resigned.

Program, Mrs H. L. Elmendorf.

Catalog section, Laura Smith, Harriet B. Gooch.

The report of the committee on location of headquarters in Chicago was received and the committee discharged with the thanks of the board for the services rendered.

The resignation of Mary Eileen Ahern as recorder was accepted and Alice B. Kroeger was unanimously named to serve for the term expiring at the close of the next annual meeting.

The report of the treasurer, for January 1 to September 17, showed

Receipts	\$6,065.08
Disbursements ordered:	
On budget for 1908	\$1,950.66
Contingent fund for headquarters ..	160.00
Life membership to trustees of endowment fund	100.00
Binding	2.00
Balance in bank	3,852.42
Appropriations for the year 1908 reached	4,000.00
Leaving a contingent liability of	2,049.34

Attention was called to the fact that but \$91.69 remained in the executive office. The treasurer asked for advice as to how the matter was to be met. The report was adopted and the treasurer was instructed to credit headquarters' account in the budget with all payments made by the Publishing Board

to the association treasury during 1908 and 1909 for rent of executive offices.

The finance committee authorized a budget of \$4500 for the calendar year, which was then appropriated by the executive board as follows:

Bulletin 1909 (including postage, envelopes and at least \$100 for editing)	\$1750
Secretary's office:	
Salary	\$250
Office expenses	200
Conference	450
Treasurer's office	400
	150
Committees:	
Travel	\$ 35
Bookbinding	50
Bookbuying	100
N. E. A.	25
Administration	25
Salary statistics	100
Contingencies	335
Headquarters	65
	1350
	\$4500

The secretary reported that he had audited the books and examined the vouchers of the retiring treasurer and turned over the books and money to the treasurer elect; that he had prepared the material for the printed Proceedings of the Minnetonka conference in accordance with the form of the Asheville Proceedings; that acting under authority conferred by unanimous correspondence vote of the executive board, he had in conjunction with the president renewed the lease on executive offices at 34 Newbury st., Boston, for one year from Sept. 1, 1908, at \$1000 per annum.

It was voted that the report of the secretary be accepted and the action of the president and secretary in renewal of the Boston lease be approved.

Invitations from New Jersey librarians were presented urging Asbury Park for the next annual conference.

The correspondence submitted showed that satisfactory hotel rates have not yet been secured from the hotel and no entirely satisfactory meeting places have been offered in Louisville.

The following letter from Herbert Baillie, delegate from Wellington, New

Zealand, to the Minnetonka conference, was read:

Vancouver, B. C., Sept. 7, 1908.

My Dear Mr Wyer: Before I leave the continent for New Zealand, I should like to thank, through you, the members of the A. L. A. for the kindness that I received at their hands.

My good opinion of American library methods has been considerably strengthened by my visit, and I hope to introduce many reforms when I return to New Zealand.

I also deeply appreciate the hospitality that has been extended to me on all sides.

With kind regards, I remain,

Yours sincerely,

HERBERT BAILLIE.

A letter from the Chicago Association of Commerce brought the following vote:

Voted, That the executive board accept the kind offer of the Chicago Association of Commerce to assist in securing suitable quarters in that city for the executive offices of the A. L. A., and that such quarters should contain at least 1000 sq. ft. of floor space; should be heated, lighted and accessible for visitors; should provide easy shopping facilities, free janitor service and the rental should not exceed \$1000 per annum. Quarters in an easily reached residence district would do.

American Library Institute

Winter meeting

The American library institute will hold a meeting in New York city, December 10-11, at the Park Avenue hotel. Members will provide for their own reservation by corresponding with the hotel, European plan. The first session will be held at three o'clock on the afternoon of December 10. The second session will begin with dinner at seven p. m. of the same day and continue through the evening. The third session will be held at 10 o'clock on Friday morning. Subjects for discussion will be the proposed constitution of the A. L. A. and the possible direct usefulness of the public library to teachers in the public schools in their work of instruction. Other topics will be discussed if time permits, selected from themes suggested by members (in writing) before or during the first session.

HENRY J. CARR, Sec'y.

Library Week at Lake George

The meeting of the New York library association at Sagamore, September 21-28, was not behind previous meetings in point of numbers, interest and work accomplished. Forty New York libraries were represented, not counting branches. Visitors from 12 other states were present.

The first session was held on Monday evening, when President E. H. Anderson discussed

The library's position in our modern equipment.

He strongly deprecated the tendency among the enthusiastic to claim for the library the keystone position in the educational arch. The library's position will be determined by what we do, not by what we say; its value is in direct proportion to the efficiency of those who manage and serve it. All libraries should occupy an important place in popular education; many of them do and some of them do not. But does education itself occupy the important place in American life that we claim for it? We talk grandiloquently about education, but the economic position of the teacher is below that of brick masons and house carpenters.

The question as to the place of librarianship among the professions is sometimes raised, but are the professors themselves in such high repute in America, judged by their rewards, that we need concern ourselves about our inclusion among them?

Librarians are indeed for the most part occupied with more practical and important problems. How to promote the best reading among the greatest number of the people—the very statement of the problem presents difficulties. What is the best reading? Best for whom? Newton's Principia is doubtless a more important work than Mr Crewe's career, but is not Mr Crewe's career a better book for the ordinary reader? Why not recognize the plain fact that novels in these days are the chosen vehicle of ideas

and that many of them should be read by as many people as possible? If we could determine which are worthless and banish them, there would be no reason for trying to reduce the circulation of the rest.

"Reading maketh a full man." It is upon the recognition of this fact that the library idea is founded. It is of the profoundest interest to all that the human product should be as perfect as possible. Literature is the record of human experience, and we can scarcely conceive of the development of the finished human product without discriminating and continuous reading of that record. It is this discriminating reading that our public libraries are designed to promote. If they succeed only in part we need not speculate about their place in the educational scheme. Of their usefulness we are sure, and in America there will always be a place for the useful.

The report of the committee on institutes was read and showed that the work is gaining ground and meeting the needs of the libraries of the state.

The address of the evening was by Austin Baxter Keep, A. M., on The library in colonial New York, illustrated with a lantern.

Tuesday morning was occupied by a round-table on staff meetings, conducted by Bessie Sargeant Smith of the Utica public library. Mary L. Davis of Troy contributed a paper on The necessity of staff meetings, dealing with the problems of a staff of from five to ten members. She held that staff meetings should be family meetings for the purpose of considering family matters, where it is possible to say things one could not say to individuals. There is a chance here for the report and discussion of complaints and criticisms of the library, an opportunity to familiarize the staff with the ideas and ideals underlying the library policy. Questions to be considered were, How often should staff meetings be held? Should they be in or out of library hours? Should attendance be obligatory?

Julia A. Hopkins gave a paper on the

Inspirational value of staff meetings. She handled the problem of where the staff is made up largely of young, inexperienced, untrained assistants, with but little general knowledge, without any great love for books and reading, who have taken up library work as an easy and pleasant way of earning their living. She maintained that the librarian can help her staff by stimulating a love of reading by reading aloud with them; helping them add to their fund of general interest by assigning to each of them a periodical of current interest or a book review which they will report on and discuss; also by discussing with them the library's new book list with reasons for selection; by increasing their interest in their work, both by talking with them about the library's policy, explaining to them changes that make for greater efficiency of service, thus showing them her own attitude toward the work, and by introducing them through selected articles in the library periodicals to the library world outside.

Miss Phelps, New York state organizer, spoke of the small library where there are only the librarian and the board of trustees. There are two types of these libraries, one where the board leaves everything to the librarian and the other where the board or one or two members of it are so interested in the library they leave the librarian only the mechanical part of the work. Between these two extremes lies the happy medium.

Mrs B. S. Fulton's paper described the plan in operation in Buffalo, where a series of round-table meetings in each of the departments of the library for the discussion of the special problems of each department are held during library time. The meetings are informal, the programs elastic and the assistants are encouraged to discuss matters freely and to offer suggestions.

Mrs S. C. Fairchild said that she had been studying libraries from the outside, and she thought staff meetings should be a means of cultivating an interest in

books and a love of reading on the part of the assistants.

Miss Rathbone of East Orange said the staff meetings in her library served as an occasion for taking the staff into the confidence of the librarian, discussing proposed changes before they are laid before the board. Suggestions of all kinds are invited. A plan of work is taken up each winter. Among those successfully tried have been a study of publishing houses, the valuation of books by subjects, systematic preparation for the New York public library examinations and writing of book notes on important books.

In the general discussion two warnings were sounded, one against the danger of conducting the meetings along critical lines too exclusively and the other against making them too technical.

The topic for general discussion Tuesday evening was Books for rural communities.

Prof. L. H. Bailey, of Cornell, made the opening address, in which he stated the country problem, which, he said, is that of so redirecting country life as to bring about better farming, better business and better living. The farmer, powerless in the presence of the elemental forces of nature, tends to become a fatalist, hence inert. This helplessness may be counteracted by a knowledge of the power of science by which he may in some degree overcome or mitigate these forces of nature. Here the library is needed. But the library should plan to provide reading not for entertainment but to give courage through knowledge.

Martha van Rensselaer, of the State college of agriculture, spoke of the reading course for farmers' wives of which she has charge. These courses are along the lines of domestic science. Bulletins are sent out and the work is followed up by correspondence and by discussion of papers that are sent in. Starting eight years ago with 2000 women, there are now 23,000 enrolled. These women are now ready for the traveling library and for the help of the librarian in the nearest

village. They have time for reading and they need up-to-date, practical books on the principles of daily living, books to show that household life may be as interesting and as worth while as stenography or teaching.

Mr Wynkoop, state inspector, said that the village library problem was a personal problem and largely a woman's problem. Get one or two energetic, educated women on the board and the library will succeed.

Wednesday morning a book symposium was conducted by Mrs Fairchild, in which she claimed that the library methods have been pretty well talked out, but the world of books is inexhaustible. Librarians talk too little about books themselves. They should go home from library meetings with a desire to read delightful books and to introduce them to their readers.

The program consisted of three papers and a number of three-minute talks on industrial books. Mr Bostwick's paper, *A prophet without honor*, dealt with the inner meanings of H. C. Wells' earlier imaginative books, in which he claimed that the method of the author is all his own, that he assumes some odd or impossible situation, then works out its commonplace details realistically and in such a way as to emphasize certain human relationships. His success entitles him to be styled a prophet—without honor—because he is seldom understood even by those who have fallen under his spell.

A paper by Clara H. Hunt on *David Livingston*, a boy's hero, showed that the lives of brave and useful men have the strongest and most lasting influence of any possible subject. The boy's hero must be one whose life was romantic and full of adventure, who was true and above reproach in character and should be one whose story opens new worlds of interest. *David Livingston* meets the requirements of a hero from every point of view.

Sarah B. Askew read the paper on *The place, the man and the book*, which

was presented at the A. L. A. conference at Lake Minnetonka.

Three-minute talks on the following books were given:

William Allingham's diary. Edwin H. Anderson.

The servant in the house, by Charles Rann Kennedy. Mabel R. Haines.

Mother, by Maxim Gorky. Corinne Bacon. Industrial America, by J. L. Laughlin. A. L. Peck.

The perfect tribute, by Mrs. M. R. S. Andrews. Caroline M. Underhill.

Chats on old prints, by Arthur Hayden. Martha T. Wheeler.

Spirit of modern philosophy, by Josiah Royce. Asa Wynkoop.

Joseph Vance, by William de Morgan. H. C. Wellman.

The session on Wednesday evening dealt with Library training in normal schools.

The first paper was What the librarian may do for the high school.

The report of the committee on library training in normal schools showed good results in the state. Two normal schools reported that since last year they have secured the services of trained librarians. Four reported that formal instructions will be given this coming year. In five of them the library is always accessible to students.

In Geneseo a course of 20 lessons is given in the use of the library.

The committee was continued to prepare a detailed outline for the needs of normal schools. It was further voted that a committee of three be appointed to investigate the condition of high school libraries in New York.

Neglected opportunities was the subject of discussion at the fifth general session. The first phase showed the library's neglect of the scholar. The schools are arranged to suit the masses rather than the exceptional student. The same is true of libraries; little attention is paid to scholarship or to literary attainment. The idea of this country is to raise the general love of intelligence rather than to emphasize the individual. The average man works for money, power or honor, generally the first two, with the result that

the whole character of work done in the country is lowered. Much is presented in print on means of interesting workingmen, children, etc., but little or nothing about how the scholar should be treated.

Another phase of the topic that was given was What the public library should do for municipal departments and officials, in which the claim was made that economical and efficient administration of public business demand that the library form a collection of municipal reports, simply and systematically arranged and accessible by means of indexes and catalogs with intelligent service for those who need them.

President McAneny, of the New York city club, spoke on the Educational opportunity of the library budget. He claimed that libraries do not present their budget as to educate the taxpayer to the significance of the library needs. There is an absence of understanding as to what the figures mean. Out of \$41,000,000 spent for education in New York last year, \$26,000,000 were spent on schools, only \$2,000,000 on libraries—of that sum \$900,000 were spent for library administration. This is rather a small amount, other departments are wasting more than that. The bureau of municipal research is trying to get the departments to make a tabulated budget in advance for careful examination. No city in the state appropriates a sufficient amount for public libraries. Traveling libraries should be a part of every city system. The needs of the congested districts have not been sufficiently considered. The public library should serve as a central department of research, information and publication for all departments of city work. The municipal library should be a part of the public library system so that changes of administration shall not impair its usefulness.

Mr McAneny advised librarians to ask not for what they thought they could get but for what they actually needed.

A session on Story telling in libraries, conducted by Annie Carroll Moore, was

most instructive and interesting. Short accounts of story telling and reading clubs were given by Miss Hunt, Miss Hassler, Miss Gleason and others.

Mrs Elmendorf made a plea for the use of poetry in the work with children. Our hope for children lies not in knowledge or amusement but in opening the upward windows into the world of aspiration, of which poetry is the language. The rhythm of poetry children cannot get for themselves from the printed page, it must be read to them—the children's librarian has here her greatest opportunity.

The following officers were elected for the coming year: President, Willard Austin, Cornell university library; vice-president, Miss A. R. Phelps, State library; secretary, Miss C. M. Underhill, Utica public library; treasurer, E. W. Gaillard, New York public library.

Library Meetings

Chicago—The first meeting of the year of the Chicago library club was held Thursday evening, October 8. The president, Mr Andrews, being out of the city, Mr Lewis, the first vice-president, was in the chair. It was an evening of profit and pleasure.

The speaker of the evening was Mr Legler, who gave a most interesting résumé of how it happened that the A. L. A. headquarters are not in Chicago—but he assured us that the headquarters would be in Chicago by September, 1909.

This was followed by "echoes" from the Minnetonka meeting by those who were there. Mr Rudolph very humorously told of his impressions of the A. L. A. of 1908. (See p. 357.)

Mr Roden told of the post-conference trip and of interesting visits to the mining country of Michigan. He especially mentioned the cordial attentions of the local committees.

Miss Ahern, president of the I. L. A., told of some of the attractions of the

coming meeting at Galesburg, and extended an invitation for all to attend.

Mr Goodrich and Miss Norton resigned from the club on account of departure from the city. The following were elected to membership: Miss Scripps of the Association House, Miss Goss, John Crerar library, Miss Arnold, Miss Barnes and Miss Field, Chicago public library.

BESSIE GOLDBERG, Sec'y.

Massachusetts—The ninth annual meeting of the Cape Cod library club was held at Centerville, Sept. 29, 1908. Following the reports of the secretary and treasurer the reports of delegates to Massachusetts library club meetings were given. Mrs Clark of Eastham told of the Melrose meeting; Miss Holmes of Rochester attended the Boston meeting, at which the general topic was industrial education and its relation to libraries, and Miss Storms of Buzzards Bay reported the annual meeting at Pittsfield in June. At the conclusion of these reports Mr Hall, the president, stated that this is, so far as he knows, the only library club which sends delegates to state library club meetings and the plan has proved enjoyable and of great benefit to members.

After lunch Edward T. Hartman, secretary of the Massachusetts civic league, gave an interesting and forceful talk on the influence which the library can exert in the community. Visits to the Centerville and Hyannis libraries were pleasant features of the day.

The officers for the coming year are:

President, Drew B. Hall, Millicent library, Fairhaven; secretary, Alexina P. Burgess, Wareham; treasurer, Mrs Florence H. Bond, Eldredge library, Chatham.

New Hampshire—The New Hampshire library association held its annual meeting at Keene, N. H. Thirteen towns were represented. The meeting was called to order by the president, Olin S. Davis of Laconia. A paper by Emma A. Cross of Merrimac, on What

one small library has tried to do, was read by F. Mabel Winchell of Manchester. The library as a social center was a very able paper by M. A. Tarbell of Brimfield, Mass. The question box conducted by Olin S. Davis brought out some amusing as well as practical sides of library work. In the evening Francis Hobart, secretary of the Vermont institute, gave a full and interesting account of the work of that body. W. I. Fletcher, librarian of Amherst college, gave an exhaustive paper on The future of reference work. The officers for the succeeding year are president, Mrs Maude E. Bloomingdale, Keene; first vice-president, Mary Abbot, Wilton; second vice-president, Mrs Eva E. Coffin, Peterboro; treasurer, Mrs Byron Shirley, Franklin; secretary, Charles S. Morgan, Manchester.

CLARA F. BROWN, Sec'y.

Wisconsin—The eleventh annual meeting of the Fox River Valley library association was held in Green Bay, September 21-23, in Kellogg public library. After the preliminary business an address was made by George W. King, Kewaunee, on Experience in some representative libraries. He stated that libraries often impress the average student as mausoleums of dead books. The atmosphere pervading them, lifeless, unresponsive, the librarian and assistants with the air of "Come up and view the corpse." He advised specializing along certain lines in order to give individuality. He deplored the sameness of many Wisconsin libraries and asked if this monotony was due to the library commission. He told of the Newberry library and of its \$26,000 genealogical index, which he pronounced of little real worth, the merest stock work. He urged broader and more genial methods of conducting our libraries and ended by saying, If I were a librarian I should be a revolutionist.

The topic, Where shall librarians draw the line of assistance in reference work, was presented by Miss Lansing and was followed by general discussion. It was

held that the superficial work of the average club woman does not merit the amount of time that is often given it in public libraries.

The subject of The story hour was illustrated by Miss Cramer of Wausau and by Mrs Brett of Green Bay.

At the close of the afternoon meeting a ride was taken by the association as the guests of the Woman's club, followed by a tea given by Miss Martin.

At the evening meeting Miss Pleasants of Menasha discussed Club Women and the library, pointing out many ways in which club women could supplement the work of the libraries. After an informal talk by Hon. Gustav Kuestermann, a reception was given.

The Wednesday session opened with the election of the following officers: President, Lucy Lee Pleasants; vice-president, Matthew J. Maes; secretary, Agnes L. Dwight; treasurer, Jean Dodd.

A question box was conducted by Miss Hazeltine, director of the Wisconsin library school.

An invitation to hold the next meeting at Menasha was accepted. At noon the librarians were the guests of the library board for a steamboat ride on the bay, where a picnic lunch was served.

Library Meetings in November

The second meeting of the Kentucky library association will be held at Frankfort, November 12 and 13.

The Ohio library association will hold its annual meeting at Cincinnati, Nov. 4-6, 1908.

A meeting of the Ninth District, California, will be held at Red Bluff, Cal., November 14, following the sessions of the class in library methods held by the state organizer. The subject for discussion will be Library supplies.

The Pennsylvania library club will hold its first meeting for the season on Monday evening, November 9. The address will be given by Henry Leffman, M. D., of Woman's medical college of Pennsylvania on Some suggestions for improvement in library management.

Libraries and Schools**Carnegie library of Atlanta**

The Library training school of the Carnegie library of Atlanta began its fourth year September 21.

The class consists of 12 students—9 are from Georgia, 1 from North Carolina, 1 from Tennessee and 1 from Bermuda, as follows:

Mary B. Palmer, Columbus.
 Mary L. Browne, Atlanta.
 Lieve Holmes, Atlanta.
 Margaret S. Bryan, New Berne, N. C.
 Marion Weaver, Chattanooga, Tenn.
 Ella M. Thornton, Atlanta.
 Katherine G. Seon, Paget, Bermuda.
 Ethel L. Daniel, Atlanta.
 Lucile Virden, Montgomery, Ala.
 T. D. Barker, Atlanta.
 Harriet Webster, Norcross, Ga.
 Cara Hutchins, Atlanta.

Notes of graduates

Eloise Alexander, '06, has been appointed instructor in cataloging in the Library training school, Carnegie library of Atlanta.

Jessie Hopkins, '06, has been appointed librarian of the Paducah (Ky.) public library.

Inez Daughtry, '08, has been appointed assistant librarian of the State normal school, Greensboro, N. C.

JULIA T. RANKIN, Director.

Drexel institute

The class of 1908-09 is as follows:

Katharine Dolores Athey, Prairie du Chien, Wis.

Elsie May Cornew, Trenton, N. J.

Jean Isabel Galbreath, Lincoln university, Pennsylvania.

Emily Sarah Glezen, Cooperstown, N. J.

Jeanne Griffin, Niles, Mich.

Lucy Coates Grumbine, Titusville, Pa.

Rebecca May Hammond, Bolivar, Pa.

Edith Hartwell, Germantown, Philadelphia.

Mary M. W. Hersberger, Huntingdon, Pa.

Sara Lawrence Kellogg, Ridley Park, Pa.

Arline Redington Kingsley, Baltimore, Md.

L. Agnes Kryder, Newark, N. J.

Margaret Cecilia Meagher, Richmond, Va.

Josephine O'Flynn, Detroit, Mich.

Grace Edith Perkins, Saco, Maine.

Mary Shakespeare Puech (Mrs), New Orleans, La.

Jean Margaret Smith, Philadelphia, Pa.

Mellie Morris Smith, Urbana, O.

Cassandra Updegraff Warner, Kansas City, Mo.

Margaret Widdemer, Asbury Park, N. J.

Mary Florence Wilson, Holmesburg, Pa.

Helen Ruth Woodruff, Niles, Mich.

Graduate notes

Jean B. Martin, class of 1907, has been appointed assistant librarian of Swarthmore college library.

Zelia M. Rank, class of 1908, has been made librarian of the Young Folks' library, La Junta, Colo.

Alice R. Eaton, class of 1908, has gone to the Public library of Buffalo, as an assistant.

Florence E. Morton, class of 1908, has been appointed assistant cataloger in the St Louis public library.

Emma R. Jack, class of 1908, is now on the staff of the Haverford college library.

ALICE B. KROEGER, Director.

University of Illinois

The work at the University of Illinois library school began with registration on September 21-22. The following students are registered for work in the two classes:

Seniors: Mary Bigelow, Jennie Craig, Mabel Jones, Ella McIntire, Leonora Perry, Inez Sachs, Elizabeth Smith, Elizabeth Bryan, Helen Irvin, Myrtle Knepper, Norah McNeill, Eliza-

beth Ritchie, Mabel Saemann, Clara Touzalin.

Class of 1910

Alice Ledlie Blair, Barry.
 John Simeon Cleavinger, Champaign.
 Mariam Ida Dana, Utica.
 Elizabeth Russell Edwards, Centralia, Mo.
 Beulah E. Giffin, Lockport.
 Antoinette Helen Goetz, Iowa City, Ia.
 Sarah Helen Griffiths, Fort Wayne, Ind.
 Ida Haggard, York, Neb.
 Elizabeth Henry, Quincy.
 Stella Blanche Hedrick, Columbia, Mo.
 Mariette C. Maris, Guthrie Center, Ia.
 Mary Ela Marks.
 Harriet Ethel Nichol, Monmouth.
 Nellie M. Robertson, Deputy, Ind.
 Mary Elvira Smith, Ottawa, Kan.
 Lucy Gray Wilson, Auburndale, Mass.
 Nelle M. Wilson, Macomb.
 Margaret Crowell Wood, Champaign.
 Grace Warner, Center Point, Ia.
 The faculty remains unchanged.
 Members of the class '08 have been appointed to positions as follows:
 Mary P. Billingsley, assistant cataloger, University of Illinois.
 Ethel Bond, assistant cataloger, Northwestern university library.
 Annabell Fraser, assistant in the office of Melvil Dewey, Lake Placid club, New York.
 Christine Denney, assistant in the Public library, Superior, Wis.
 Margaret Hutchins, reference assistant, University of Illinois library.
 Della F. Northey, ex-1908, is librarian and instructor in library science, Rockford college, Rockford, Ill.
 Lydia A. Phillips, librarian in charge of the Public schools' libraries, Columbus, O.
 Fleda Straight organized Milford public library during July and August and is now assistant cataloger at University of Illinois library.

Dora Davidson was married during the summer to F. C. Brown, Princeton, N. J. FRANCES SIMPSON.

New York public library training class

Entrance examinations were held September 16 and a class of 30 admitted October 1 for the nine months' training. Of the class of 1908, 30 continued to the end of the year. One was a special in clerical work only and is continuing the study at Syracuse university. Of the rest, 17 have received appointment on the staff and most of the others are doing substitute work.

Two courses are announced for branch assistants, to be given on alternate Thursday mornings through the winter. One is a course in general reading under direction, the other in library economy, which will include the reading course in PUBLIC LIBRARIES.

New York state library

The New York state library school began its twenty-third year, Wednesday, October 7, with an attendance of 35 regular students, 10 in the senior class and 25 juniors. Sixteen different states and the District of Columbia are represented. New York has 13 representatives; Connecticut, Iowa, Massachusetts, Nebraska, Vermont and Wisconsin, 2 each; and the remaining states represented, 1 each. In addition to the regular students 10 members of the staff of the New York state library are registered for special courses.

The director, J. I. Wyer, jr, will continue to conduct the courses in advanced reference and government documents and will give some of the lectures on American libraries. The vice-director will have charge of the elementary reference and the courses in printing and bookbinding. There are no other changes in the regular faculty or the courses.

Mrs Fairchild will this year give a series of 10 lectures; two on selection of books and eight on American libra-

ries. This is the largest number of lectures she has given to the school in any year since her retirement as vice-director in 1905.

The faculty and students of the school were pleasantly entertained by Mr and Mrs Wyer at an informal reception Saturday evening, October 10.

Thirty former students of the school attended the meeting of the New York library association at the Sagamore, Lake George. The following were present at a New York state library school dinner, Friday evening, October 9: Mr Anderson, Miss Bacon, Miss Bascom, Miss Betteridge, Zaidee Brown, Nina E. Browne, Mary L. Davis, Mr Eastman, Mrs Fairchild, Miss Gay, Mrs Harron, Miss Houghton, Miss Hunt, Mrs Ledbetter, Miss McKay, Miss Nerney, Miss Peck, Miss Phelps, Josephine Rathbone, Bessie Smith, Miss Thorne, Caroline Underhill, Mr Walter, Ama Ward, Martha T. Wheeler, Rebecca Wright, Mr Wynkoop.

F. K. WALTER, Vice-director.

Training school for children's librarians

The Training school for children's librarians of Carnegie library, Pittsburgh, opened for its eighth year on October 12, with a registration of 26 students, as follows:

Entering class, 1908

Alice J. Barr, Moline, Ill.
Margaret Louise Bateman, Parnassus, Pa.
Marie Gertrude Blanchard, Pittsburgh, Pa.
Margaret Grier Curran, Sedalia, Mo.
Irene Davis, Lincoln, Neb.
Mary Herbert Davis, New London, Conn. (Special.)
Annie Waitstill Eastman, Petiscodiac, New Brunswick, Canada.
Grace Endicott, Washington, D. C.
Marjorie Frances Farwell, Geneva, N. Y.
Marie Louise Fisher, Pittsburgh, Pa.
Nora Hildegard Giele, Erie, Pa.
Anne Elizabeth Lilly, Burlington, Ia.

Olive Naomi Loeffler, Pittsburgh, Pa.
Jessie MacDowell Lowry, Akron, O.
Jessie Henrietta Macdonell, Toronto, Canada.

Alma Reid McGlenn, Mt Pleasant, O.
Ethelwyn Manning, East Orange, N. J.

Irene Hunt Moore, Evanston, Ill.

Annie May Murray, Columbus Barracks, O.

Catharine Merideth Schwartz, Pittsburgh, Pa.

Lillian Alberta Sutherland, Boston, Mass. (Special.)

Mary Elizabeth Terrell, Bradford, Pa.
Marion Francis Weil, Milwaukee, Wis. (Special.)

Eva Frances Howie Wright, Pittsburgh, Pa.

Seniors

Dina Sellaeg, Hammerfest, Norway.
Ethel May Sevin, Norwich, Conn.

Pratt institute

The Pratt institute library school opened September 14, for the two preliminary weeks of practice in the library, class-room work beginning September 28.

The class of 23 students represents 12 states and Canada. Nine have had more or less experience in library work.

The lectures of the foreign fiction course will be given by the director, the intervening recitations being conducted by Miss Rathbone. This is an experiment, as the work has never been given before in lecture form, and is being tried partly as a time-saving method. In other respects, the schedule of the first term is virtually unchanged.

MARY W. PLUMMER, Director.

Class of 1908

Marguerite R. Baldwin, Tioga, Pa.
Elizabeth E. Bradford, Columbus, Ohio.
Mrs L. R. Bosley, East Orange, N. J.
Barbara J. Brink, Kingston, N. Y.
Ruth E. Browne, Knoxville, Iowa.
Alice C. Campbell, Windsor, Conn.
Sally Clarkson, Ann Arbor, Mich.

Helen May Craig, New York.
 Hedwig Friess, Brooklyn.
 Ethelwyn Gaston, Newark, N. J.
 Lillian Griggs, Streator, Ill.
 M. Louise Hamlin, Bangor, Me.
 Stella R. Hoyt, Auburn, N. Y.
 Alma Huestis, Brooklyn.
 Minnie W. Leatherman, Louisville, Ky.

Julius Lucht, Brooklyn.
 Miriam Noyes, Oshkosh, Wis.
 M. Ellen Prendergast, Utica, N. Y.
 Ina Rankin, Chatham, Ontario.
 Kate DeWitt Rathbun, Woodbridge, N. J.
 Ethel Simmons, Minneapolis, Minn.
 Katharine D. Steele, Princeton, Ill.
 Edna M. Werrey, Brooklyn.

Western Reserve university

The school opened for its fifth year on September 22. The opening exercises were held in the school lecture room and presided over by President Thwing, who emphasized in his address to the students the development of library work as a profession.

The school is fortunate enough to have no changes in the list of faculty and changes in the courses offered will be only incidental.

The enrollment is by far the largest on record, taxing the capacity to the utmost. The regular class is made up with students representing six different states and with an unusual number having had library experience before entering. More than ever before the members of the staff of the Cleveland public library are taking advantage of the opportunity to take special work at the school, many of them with the definite object in view of completing the course at some later time.

The following is a list of the full time students:

Hazel Louise Brown,
 Cordelia Elizabeth Claflin, assistant,
 Cleveland public library.
 Edith Louise Cook, librarian, Alma
 college library.
 Jennie M. Flexner, assistant, Louis-
 ville (Ky.) public library.

Mabel L. Hines, assistant, Painesville (O.) public library.

Alice J. Kozlik, assistant, Cleveland public library.

Edith Lawrence, assistant, Cleveland public library.

Nora Carroll Levinger, assistant, Canton (O.) public library.

Cecelia Lewis, assistant, Buffalo public library.

Evelyn Maude Lotz.

Elsie McPherson.

Mrs Florence Holmes Ridgeway, assistant, Berea college library.

Martha Clark Sanborn, assistant, Iowa college library.

Jessie Helen Starr, assistant, Mt Vernon (O.) public library.

Elizabeth Kissick Steele, assistant, University of Cincinnati library.

Myrtle M. Sweetman, assistant, Dayton (O.) public library.

Annie Laurie Wilson, librarian, Edinboro state normal school.

Wisconsin

The third class of the Wisconsin library school began its work on September 30, with 23 students in attendance, as follows:

Harriet Bixby, Valparaiso, Ind.

Mrs Lucy Cruise Brown, Galesburg, Ill.

Lena Velma Brownell, Ypsilanti, Mich.

Winnie Bucklin, Brodhead.

Edwina Mary Casey, Madison.

Clara Daisy Fansler, Evanston, Ill.

Florence Claire Farnham, Antigo.

Polly Fenton, Madison.

Mrs Katharine Ames Hahn, Brodhead.

Stella E. Hanson, Mankato, Minn.

Gertrude Lawrence Husenetter, Fremont, Neb.

Lillian E. Jones, Racine.

Ruth Knowlton, Waterloo.

Grace Lane, Ann Arbor, Mich.

Eugenia J. Marshall, Salem, Ill.

Winifred Byrne Merrill, Ashland.

Angie Messer, Madison.

Julia A. Robinson, Dubuque, Iowa.

Bertha Harriet Rogers, Reedsburg.
Marjorie Gundry Strong, Dodgeville.
Mary Elizabeth Watkins, Edmund.
Alma Lee Wilkins, Viroqua.
Ora Williams, Madison.

Of these students, three are taking the joint course that has been arranged between the University of Wisconsin and the Library school, and two are taking a joint course in the Library school and Legislative reference library, and 17 are registered for the regular one-year course of the Library school. Competitive entrance examinations were required of all students entering the school; either for its regular course or any of its joint courses.

A summary of the registration shows: Eight from Wisconsin, three from Illinois, two from Michigan, and one each from Indiana, Iowa, Minnesota and Nebraska. Six are college graduates and nine have had from one to three years of college work. Five have had from one to seven years' experience in actual library work, five have had a year or more of apprentice work, while all the others met the extra entrance requirement of the school, with a month of apprenticeship in an approved library.

Short course

The Summer session of the Wisconsin library school was transferred last year to the first eight weeks of the regular school. The change of time proving satisfactory in all details, it has now been adopted as the regular policy of the school. The schedule of lessons for those taking the short course is the same as that offered in the usual summer session. A separate room has been equipped for the students of this course. Some of their instruction is given in classes with the regular school, but more of it is given in separate classes. The entrance requirements are held strictly to the standard of those holding library positions. Thirteen are registered for the course this year, 11 from Wisconsin,

with one each from Nebraska and Indiana.

There have been some changes in the faculty of the school. Julia E. Elliott has resigned to accept a position as instructor in Pratt institute library school. Miss Elliott has been the instructor in cataloging and various courses in library economy since the beginning of the Wisconsin library school in 1906, and was also associated with the field work of the commission. She was a valued member of the faculty and did much to aid in the organization of the new school; the regret of her associates in the faculty at her departure is shared by the many librarians whom she has assisted throughout the state.

Helen T. Kennedy, graduate of Illinois library school, in 1903, has been added to the faculty. She has filled several positions of importance since her graduation; for two years as head cataloger in the Lincoln library, Springfield, Ill., two years assistant, Public library, Jacksonville, Ill., and one and a half years organizer and librarian at Kewanee, Ill. She will give the instruction in classification and loan in the school, and assist in the field work of the commission.

Mrs T. R. Brewitt and Helen Turvill, graduates of the school last June, have been retained as general assistants and revisers.

Class notes 1908

The members of the class have secured positions as follows:

Emilida Baensch, librarian, Public library, Antigo, Wis.

Julia A. Baker, head of loan department, Public library, Davenport, Iowa.

Mrs Theodora R. Brewitt, assistant, Wisconsin library school.

Lucile M. Cully, assistant, Carnegie library, Montgomery, Ala.

Marguerite Cunningham, assistant catalog department, Public library, Cincinnati, Ohio.

Winnie V. Foster, librarian, Joseph Dessert library, Mosinee, Wis.

Helen Harwood, librarian, Public library, Tipton, Iowa.

Madalene Hillis, assistant, Public library, Omaha, Neb.

Esther Johnston, assistant, Wylie avenue branch, Carnegie library, Pittsburgh.

Clara A. Lea, assistant, Public library, Sheboygan, Wis.

Mary K. Ray, assistant, Minnesota Public library commission, St Paul, Minn.

Jennie Schauers, organizer, Normal school library, Cheney, Wash.

Mary F. Sheriff, assistant, Montana historical library, Helena, Mont.

Vera Sieg, assistant catalog department, Public library, Cincinnati, Ohio.

Gladys Tallett, librarian, Farnsworth library, Oconto, Wis.

Ellen I. True, assistant, Wisconsin historical library, Madison, Wis.

Helen Turvill, assistant, Wisconsin library school.

During four months of the summer, three of the students, Miss Harwood, Miss Baker and Miss Hillis, organized and cataloged the four High school libraries of Milwaukee. This work included the making of four dictionary catalogs and involved the handling of 13,000 v. It was thoroughly done and was under the general supervision of Miss Elliott for the commission.

Teacher's course

A course in library use is to be one of the subjects given in the Tulane teachers' college, New Orleans, La., during the coming year. Two lines of study will be followed. First, reference work and bibliography. This course will give instruction in the use of reference books and their scope, various indexes, government documents, annotated lists and all library helps which will enable students to find definite material on any subject.

The second course will instruct teachers in the practical work of school libraries, what records should be kept, buying of books, classification, cataloging, etc.

The work will be under the direction of Louise Krause, Illinois '98.

The course will be open to students in Tulane university beyond the second year, but is intended primarily for teachers who may take charge of school libraries

Circulating Libraries

In New York city each of the 38 libraries now in operation has a school librarian, and much is done not only in classroom work but in preparing and sending out to the schools circulating libraries for special purposes. Much is being done also to make teachers acquainted with what the library contains, and to bring quickly and freely to their use any books which will aid them in teaching or in preparing for the higher examinations which so many are desirous of taking in order to gain professional advancement. It is most gratifying to see how the New York public library has grasped the problem of aiding both youth and adults along the lines of their vocation by issuing bulletins announcing that books for mechanics, machinists, electricians, housesmiths and automobile builders may be obtained at any of the branch libraries, and that a complete catalog of these works may be consulted.—From The administration of public education in the United States, by Samuel Train Dutton and David Snedden.

An examination of *Current Events*, a condensed newspaper weekly for use in schools, leads to the opinion that it would be a very proper periodical to put into the children's rooms of the public libraries. It contains all news that the larger newspapers do, told in an interesting, if condensed form and none of the undesirable matter to be found in the regular newspapers. Special rates are offered for quantities. It is issued by Educational Press Co., Springfield, Mass.

Illinois Library Association

The thirteenth meeting (twelfth annual) of the Illinois library association was held at Galesburg, October 12-14.

On Monday evening a reception was tendered to the delegates by the directors of the Galesburg public library, in the reading room of the library building. Hon. George Shumway, mayor of the city, extended greetings on behalf of the city, and Hon. Fletcher Carney, president of the library board, on behalf of the library. Miss Ahern responded for the association. A musical program was also rendered and refreshments served, and the entire evening was spent very pleasantly.

The annual meeting was called to order on Tuesday morning at 9:30 by Mary Eileen Ahern, president of the association. In a brief address she spoke of the important influence Illinois might have in library matters, especially because of the location of A. L. A. headquarters in Chicago, and the great handicap to library progress because state library supervision had been so long deferred.

The secretary, Mr. Drury, presented the annual report, showing that there were 92 members of the association, and giving a list of the gifts received during the year.

The treasurer, Miss Hubbell, presented her annual report, showing a total receipt of \$184.11 and disbursements amounting to \$114.41, leaving a balance on hand of \$69.70. In the institute fund of the treasurer there was also \$13.46, or a total cash on hand of \$83.16.

A report of the committee on legislation was read by the secretary.

The report gave a history of the conferences in regard to the Heintz bill and the progress of the bill in the Illinois legislature. The report closed as follows:

It is our duty to express our obligation to Hon. Frank J. Heintz for his interest and his energy. . . . We can only regret that he has resolved not to again enter the assembly and that we shall not have the ad-

vantage of his guidance and counsel in future efforts.

Furthermore, your committee desires to express its sincere acknowledgments to all those librarians who responded so enthusiastically to its call for work in their local field. The files of this committee . . . all attest the zeal and efficiency of the librarians of Illinois and the results of this belated campaign, carried out under peculiarly difficult conditions, and ending in failure literally through no fault of ours, cannot but carry with it indications that further effort, with better organization, larger means, and more time, must eventually lead to success.

The report of the committee on publishing "Illinois libraries" was presented by Miss Hubbell. A list of contributing libraries showed that \$545 had been contributed. Because the University of Illinois would not go ahead without the cash on hand, and since Miss Sharp had guaranteed the remainder, this amount had been turned over to the comptroller of the University and Parts 3 and 4 had been issued, costing \$400. Part 5 remains to be issued. An unfortunate part of the distribution had come to light in the fact that there was a shortage of Parts 1 and 2, so that it was impossible to complete all the sets subscribed for, and no new subscriptions could be taken. A plea was made that any library having an extra copy of Part 1 or 2 turn them over to the editor of the *University Studies* at Urbana. There was a shortage of 38 copies of Part 1 and 46 copies of Part 2.

In regard to publishing Part 5 the scheme was that each library loan the electro-plate half-tone of that library and thus cut down the cost of making half-tones for all of the pictures necessary.

Upon motion the report was received.

A motion, presented by Miss Milner, was adopted, expressing appreciation of the tremendous amount of work done and thanking those connected with it.

It was further resolved that the committee be discharged and that the matter of publishing Part 5 be referred to the executive board with power.

The report of the committee on library institutes was read by the secretary:

"One of the first results of the effort to contain some form of state supervision

for library extension was the discovery that there was a tremendous lack of knowledge of conditions, absence of appreciation of good library methods and an apathy toward the situation that called for some definite result. Another discovery that might be mentioned is the tremendous waste of time and energy resulting from the extension work being in the hands of library workers already overburdened with local duties and situated at great distances from each other."

The president sent out a letter of appeal to 50 libraries of the state, asking for a contribution of at least \$5, in holding library institutes in different parts of the state. The appeal brought the following results: Contributions of \$5 each from Jacksonville, Rock Island, St Charles, Marseilles, Aurora, Pekin, Rockford, Wilmette, Decatur, Tuscola, Monticello, Belleville and Cairo. East St Louis sent \$10, making a total of \$80.

Three library institutes were held—the first at Jacksonville, second at Wheaton and third at Centralia.*

There were one or two calls further for institutes, but the difficulty of obtaining help made it impossible for the already overworked librarians to carry it on. This again emphasizes the need for state supervision.

The first paper presented, entitled Out of the old library into the new, by Anna E. Felt, secretary of library board of Galena, told the story of the public library in that city; its foundation on October 2, 1894, after many years of seemingly fruitless work with the city council; its three conditions of establishment: (1) Name shall always be the Galena public library, (2) No anarchistic, atheistic or immoral book shall be tolerated in the library, (3) Of the 9 directors 4 shall be women; its organization by a graduate of the Armour institute library school; its formal opening Jan. 3, 1895; its installation in the government customs house building; its open shelf edict; its rapid growth until the new building became a necessity and then a realization. The cornerstone was

laid April 27, 1907, and the building was dedicated July 4, 1908.

Henry Ecklund, chairman of the building committee of the Kewanee public library, followed with an historical sketch of the new library building erected there 1906-1908 and just recently occupied.

Upon a show of hands there were 15 present who represented libraries recently built.

E. S. Willcox, of the Peoria public library, next spoke in favor of a resolution already mentioned in PUBLIC LIBRARIES for October, 1908, page 306, urging the amendment of the state library law.

After discussion it was referred to the trustees' section for consideration.

The children's room

At 11 o'clock a discussion of the children's room was led by Miss Whitcomb of the Oak Park public library.

Three papers were presented giving three points of view—the teacher's, the mother's and the librarian's.

The first paper was by Miss Taylor of the Galesburg public schools, who presented the point of view of the teacher.

Miss Taylor expressed the appreciation of public school teachers for the help given by the children's department. The children's room and the children's librarian are rapidly taking a close second in the education of the masses. The children who learn to read quickly and who read best, are those who read at home; and all well informed pupils have a taste for outside reading.

Just what should the up-to-the-times teacher do when the school session closes? Shall she proceed to the school library and assist in selecting, returning, giving out, and mending the books? Shall she get ready the material for the next day's industrial period? Or shall she prepare a story which she must tell—never read—for the inspiration of her flock? Wondering which way the wind of progress will blow next, perplexed with new duties, and thinking the division of labor in other pursuits hasn't touched the school teacher, the voice of the children's librarian is heard,

*Reported previously in PUBLIC LIBRARIES.

"Would you like to have the public library purchase the books for your pupils to read?"

The school teachers are dumb with astounded and grateful silence. Can it be possible? Is division of labor coming at last? And Miss Taylor went on to show how the libraries were helping the teachers by buying children's books, caring for them, mending the books, binding the books, disinfecting them, even burning them and replacing with new ones, providing a reading room, sending books to the schools, inviting pupils to a story telling hour, even sending a teller to the schools. Nor is this all, for there is the promise of a Utopian future when the library will be sending to the schools sets of pictures, photographs and lantern slides.

Miss Taylor also spoke of the economic side in centering the books under the care of the proper person, without the danger of the library disintegrating, as happens in schools too frequently. The teachers also look forward to the time when libraries shall be as ready to direct a child's reading as is the school to direct his studies. No work would be more appreciated than a carefully arranged reading course for each year of the grades, all around in its scope, including books historical and imaginative, poetical and scientific, humane and ethical, and with yearly certificates of completion given by the local librarian and a final certificate by the National library board. This would appeal to the children as a clearly outlined task with credit for each step.

The second paper was by Mrs. P. G. Wright of Galesburg, who gave the point of view of the mother, entitled *Thoughts on children's reading*. This will be given in PUBLIC LIBRARIES later.

The third paper was by Lydia M. Barrette of the Jacksonville public library, who gave the point of view of the librarian.

There are two titles very dear to the children's librarian, given her by boys and girls: *Library Lady*, and *Library Teacher*. The latter expresses the spirit

of coöperation between the library and the schools. Libraries in the schools have nearly always dwindled away. The better plan, originated in 1879 by Dr. S. S. Green of Worcester, Mass., is to send books from the public library to the schools. The books have been well selected, usually after consultation between the teacher and librarian. They have been prepared for circulation and a simple charging system is given into the teacher's hands. The books are kept in order, old editions supplanted with new, rebinding is attended to, and statistics kept in a way which one teacher alone could not do. Results have been very satisfactory.

In Jacksonville it is not necessary to send libraries to all the schools and the majority of the school children come directly to the library for the story hour and for the catalog game. Teachers are allowed special teacher's cards, allowing them as many books as is wished and for one month; country teachers appreciate this privilege and willingly pay the \$1 deposit.

The children's room is no longer regarded as merely a place for the child to come and get a story book when he is tired of play. He can get a right good story book, but it is also a place to find accounts of battles and heroes, to get side lights on geography, on birds and bees and flowers.

The library lends to teachers the bulletins and mounted classified pictures. In return the teachers help by giving ahead notice of books in demand, poems to be read by classes, etc. "The lines of work of both library and school interlace during the years of formal instruction and the library is prepared to develop and carry out later on the ideals of the school and thus become the true peoples' university."

After these three papers, Miss Ahern exhibited facsimiles of early children's books, loaned for the occasion by H. M. Conner of Boston.

The chairman of the session, Miss Whitcomb, gave a short talk on the Children's room, advising the librarians con-

cerning the story hour. It should not be given because it is done in other libraries, but that the children may be led to books. It is better to have someone in the library tell the story, rather than an outsider, in order to establish friendly relations between the teller and the children and in order to gain their confidence. It is sometimes advisable to tell stories in the schools in order to bring the children to the library. Miss Whitcomb also advised that the story be told rather than read, but said that this was not absolutely necessary, as it sometimes took too much time to learn the story. In that case it would be sufficient to get so familiar with it as not to be confined to the page. Always have a reason for selecting the story to be told.

The afternoon session was opened by a paper entitled *Who's who* in the library, the director or the librarian, or both? And what is the legitimate sphere wherein the activities of each may be exerted? presented by J. Lyon Woodruff of the East St Louis public library. This paper will appear in *PUBLIC LIBRARIES* later.

Mr Woodruff's paper was discussed by Mrs Alice G. Evans, librarian of the Decatur public library. She agreed in the main with Mr Woodruff. Undoubtedly the board and the librarian are both "who" in their own spheres, the personnel of the board and the kind of librarian causing encroachments if any. The most important work a board of trustees performs is the choice of a librarian. The librarian cannot choose the board, but must take them as she gets them and try to leaven the whole lump.

The policy concerning dealers will not remain settled, for a new member will often insist on asking quotations from other agents. The result generally is that return is made to the long-tried dealer, but the board is better satisfied. Mrs Evans disagreed with the writer in his opinion that it was not wise to leave the selection of assistants in the hands of the librarian, subject to the approval of the board. She thought it the best

way decidedly. She can weed out undesirables by investigation and written examination. An apprentice class gives opportunity for training a would-be assistant and for testing her qualities. The board can then appoint upon the librarian's recommendation.

The librarian should organize her staff, settle vexed questions, urge promotions and increases, suggest needed improvements, etc. The board should see that the librarian has an adequate salary without her having to remind them. The board should know many details about the library, the kinds of classification, catalog and charging systems used, the familiar indexes, the names of dealers, not only of books but of library supplies, the technical names of things referred to in library circles, the necessity for library tools, in order that intelligent action may be taken at the meetings. The new members should not only visit the library, but spend enough time in the thick of the fray to become familiar with the ins and outs of the business.

After the discussion the chairman appointed the following committee on resolutions: E. S. Willcox of the Peoria public library, Catherine Brownlee of the Jerseyville public library, Anne D. Swezey of the University of Illinois library.

Adjournment was then taken until 3:30 in order to hold the three-section meetings:

- 1) For trustees.
- 2) For small libraries.
- 3) For college, normal school and reference libraries.

The trustees' section, presided over by Andrew Russel, chairman of the Jacksonville public library board, with J. L. Woodruff of East St Louis as secretary, discussed the resolution previously presented to the association by Mr Willcox.

The small libraries' section was conducted by Lillian B. Arnold of the Dubuque (Iowa) public library. The accession book, classification, cataloging, L. C. cards, analyticals, and library records were informally discussed.

The college and reference section was a round table led by Miss Milner, Normal. It was an informal experience meeting on How to teach students to rely on themselves in using the library. In colleges credit is being given for a course in general reference and bibliography. In public libraries the school classes can be shown around. In Bloomington the summer was used by a club of the eighth grade girls for reading and for being taught to look up further the works of the author read.

The association reassembled at 3:30 and Mrs H. L. Elmendorf, representative and second vice-president of the A. L. A., was introduced.

As representative of the American Library Association, Mrs. Elmendorf referred to the national association as existing for every librarian and all are members by virtue of being a librarian. All do not join the association as paid-up members, but benefits accrue to them, and loyalty should make them join. A librarian gains through the A. L. A. in coöperative measures, in the knowledge of one another. Its publications alone are worth the cost of membership.

The things that matter

As the more formal address, Mrs Elmendorf took as her subject, The things that matter, or a study in values. It is impossible to give an adequate abstract of this scholarly paper; an outline only can be suggested.

Basing her discussion on Plato's definition of virtue she showed how the librarian should come up to the old Greek standard by combining wisdom, justice, courage and temperance.

Wisdom is to be considered as the first cardinal virtue. It is to see clearly the purpose, to have a definite conception of the end, and then to use every means to attain that end. This means to select books rightly, to omit bibliographic details when they interfere, to subordinate minor desires to the major, to be guided to attain the end.

Justice is a virtue to be possessed by the ideal librarian. This includes the

subordination of the individual to the mass. To treat directors, staff and borrowers aright and individually and yet in justice to all.

Courage must be mastered, the courage that keeps things in order, that sacrifices present discomfiture to future success, that gets things done promptly.

Temperance is needed in controlling and expending the powers invested, in cutting off legitimate pleasures to attain future needs.

The thanks of the association were given to Mrs Elmendorf by the president.

An interesting discussion was held on the material in the question box, led by Miss Ahern.

Tuesday evening a public meeting was held in the First Baptist church. Miss Ahern, the president, presided and Dr George E. Vincent of the University of Chicago gave the address. His subject was The individualizing duty of the library. This address will appear in PUBLIC LIBRARIES later.

Following the address of Dr Vincent, the president opened a discussion of state supervision of library extension. She pointed out the necessity of supervision and how other states were doing it. There are four classes into which all the United States may be grouped.

1) Those states in which library extension is carried on and supervised by the state library. New York, Ohio, California and New Hampshire are examples.

2) Those states where the work is done by a commission. Wisconsin, Connecticut, Missouri and Vermont are examples.

3) Those states where the commission and the state library work together. Michigan, Indiana, Maine and Massachusetts are examples of this.

4) Those states where no supervision or help is given by the state, West Virginia, Florida, Mississippi, Louisiana, Arkansas, Utah, Nevada and Illinois.

The question was discussed by various members. Definite action was postponed till Wednesday's meeting.

The first paper on Wednesday morning, entitled

Bugbears and how to overcome them,

was read by Miss Parham of the Withers public library, Bloomington.

Miss Parham likened herself to Christian, reading from the roll for strength. The roll came in the form of letters received in response to her request to report on Bugbears I have met and how I overcame them. She then proceeded to lay low, janitors, new books, small boys, greedy men, the library loafer, the thief, lovers, book agents, new students, club women, etc. Especially for discussion had been assigned public documents, pamphlets, trade catalogs, back numbers.

In the disposal of unbound magazines, she advocated some provision for replacing old worn or mutilated copies with new ones. Also complete and incomplete volumes that one may wish to bind are wrapped, labeled and stored in basement. As magazines are picked up the incomplete volumes are filled in.

A cursory glance at publishers' announcements before dropping them in the waste basket may seem but scant courtesy, but the librarian who does more is in grave danger of cutting short the hours that should be hoarded for the enjoyment of pamphlets and public documents. Special lists issued by reliable houses are filed for reference.

In taking care of pamphlets (paper-bound books) you can go all the way from simply giving a class number and filing away without ceremony those considered unimportant or of temporary value, to calling others books, having them bound and putting them through all the processes. In between these extremes various things can be done, depending on importance. Independent pamphlets are best accessioned in a separate accession book, put in a Gaylord binder and then treated as a book.

There has been much said about the "mass of valuable material" in public documents. But the majority of patrons do not care to have the valuable ma-

terial of which we are in search served in masses. Keep and use a limited number of public documents.

The *Official Gazette* and the census reports contain much of value. Debaters could not live without the Congressional Record. The publications of the Bureau of education, some of the Smithsonian reports, the Agricultural yearbooks, Bulletins of the agricultural experiment stations are all acceptable.

Forestry pamphlets and reports, a good many special reports, labor bureau bulletins and reports, material on the fish and fisheries question are kept as useful.

"We must keep these things as our servants and must we not each one give our final word as to their disposal?"

In the discussion that followed this paper, the A. L. A. Booklist, government publications and the monthly list of the department of agriculture were all commended as helpful in selecting public documents.

Back numbers of periodicals may be exchanged through the Wisconsin and Minnesota library commissions. The need of such a central agency in Illinois was pointed out.

The second paper of the morning was read by Miriam E. Carey of Des Moines, supervisor of libraries in Iowa state institutions, on Libraries in state institutions.

She described the development of the Iowa institutions and the library department, with a supervisor in charge, and the purposes aimed at in this. The Iowa idea is that the book is a tool, and Miss Carey described its use in the various hospitals, asylums and other institutions of the state for the insane, the orphans, the blind, the deaf, the reformatory, the penitentiaries, the soldiers' homes, etc. The book can be used as a direct remedial agent among the insane and this work has been developed especially in Iowa.

Following Miss Carey's paper Mrs E. F. Purtill of Mattoon gave a talk on Mending books, illustrating it with tools and books in various stages of dilapidation and repair. It was instructive and

interesting and every librarian present gained a new idea of the possibilities of "hospital work."

The last address of the morning session was by F. G. Blair of Springfield, state superintendent of public instruction. He took as his subject

The department of public instruction and school libraries

He traced the origin of the first books, and the necessity of someone to interpret the printed page. He supposed the first school was organized about a book or a group of books—the book is the heart of the school. The long period of infancy in the human race is to give the child a long exposure to his inheritances, and the first 20 years of a man's life is the educational period.

Too often the common school instruction is set to the pace of the dull boy or girl, while the brilliant ones starve. One solution of this difficulty is the establishment of libraries in these schools. Illinois has done this from the beginning almost; in 1847 there were 31 libraries in the schools, in 1907 there were 9402.

But it is easy to put books in the schools, it is not so easy to get them read. The problem is how to get them into the hearts and minds of the pupils, how to get the teacher to push it. He likened the situation to a desert with a reservoir on a neighboring hill but no connecting ditch. The teachers must connect up the scholars with these great reservoirs of inspiration and education.

Environment is either an uplift or a pull down. The reading of a good book is a saving influence; it is a charm against moral and intellectual smallpox, rendering them immune from the temptations to come.

How, then, to make the books more helpful? By reading selections, by showing pictures, by getting the pupils interested. The board of public instruction is to supervise, stimulate and do good throughout the state. Something is being done when the libraries are placed in the schools, but a school library supervisor is needed in the board

to take charge of the traveling school libraries, to take pictures to the school, to teach the teachers the use of the printed book, to bring the advantages into the poorer and more remote communities in the state.

Miss Ahern, the president, welcomed this address with a "Nunc dimittis" and assured Superintendent Blair that the Illinois library association approves heartily of his ideas, had been trying for 10 years to get the book into the desert, and hoped for his coöperation in securing some results from this year's legislature.

State supervision of library extension

At this point Mr Woodruff, as representative of the trustees' section, presented the following resolution, which was unanimously adopted:

Declaration and resolutions adopted by the Illinois library association at its thirteenth annual meeting at Galesburg, Oct. 14, 1908.

The working librarians of this state, assembled at the thirteenth annual meeting of the Illinois library association, declare their abiding faith in the public library as a vital force in popular education. It has proved a valuable auxiliary to the common schools in the instruction of the child, and it has continued the work beyond the point where the common school leaves it. The library has entered the life of the adult, bringing new strength, additional sources of mental recreation and instruction in practical affairs; and it often kindles aspirations for a broader manhood and womanhood and a better citizenship.

The library law of Illinois, under which in our own state these results have been accomplished, was enacted 36 years ago. The public library, as a force in education, was then in the experimental stage. Illinois was a leader in respect to legislation on the subject, and for many years its law was a model for other states. For that day it was of an extremely liberal character. Its provisions, however, were permissive only. It authorized municipalities to levy a tax for the establishment and support of public libraries. The authority thus granted has been exercised by most of the larger centers of population in the state. One or more libraries have been established in 74 counties. The work performed by these libraries has fully justified the wisdom of the Legislature of 1872. Each year they return to the people service of greater value than the money that is spent upon them. Indeed they are doing a work far beyond what would have been thought possible by their

most enthusiastic advocates a generation ago. The demands upon them have increased; and these demands now come not merely from the individual who wants a book for instruction or reflection; they come from the groups and collections of people who want the recorded knowledge that affects their several interests; they come from the public in its capacity as a political organism. The world indeed has moved since 1872; and the public library has not been content to move with it; it has done its full share in making it move.

A vast field in Illinois still remains to be brought within the beneficent influence of the public library. Thoughtful men and women are convinced that the people on the farm, in the small village and in the poorer and more remote communities have the same right to the instruction, the recreation and the uplifting power found in books as the people of the richer, larger and more highly organized communities. There are in fact hundreds of thousands of people in Illinois whose need of the public library is greater than that of any community which now enjoys its privileges.

It is at this point that the Illinois library law stops short. It grants an authority that many communities are unable to take advantage of. And, as librarians, and also as citizens, we ask that the state move forward beyond a cold grant of authority, and extend its fostering care, its guiding hand and helpful counsel to those communities and groups of people who need something more than mere permission, to those who must have the stimulus of support and advice before they can act. These people must be taught the how and the why of the public library. Young libraries also need counsel in practical details and in the best methods of work in order that the largest good may be obtained from the money spent upon them. They should be taught how to choose the books adapted to the environment of the library, and they need direction and counsel in buying books economically. They should be instructed in proper and uniform methods of accounting, reporting and cataloging. Traveling libraries should be organized to carry light radiating from useful and recreating books to remote sections, and bring their people into better and closer relations with the state at large.

Along these lines the library system of Illinois should progress; along these lines it must advance with sure step before it can do its perfect work. This can best be done by the power of the state exerted as a unifying and vivifying influence. Our more progressive sister states have already accomplished a great and elevating work in this direction. We feel that Illinois will not be true to its best traditions if it fails to put its hand upon the plow that is already in the furrow and push it forward with the energy and zeal that

has characterized its efforts in every other field of education.

Be it, therefore, Resolved, That the president of the association be authorized and directed to appoint a committee of three, the duty of which committee shall be to draft a law to carry into effect the ideas here briefly outlined, and that said committee, in the name of this association, ask the general assembly of the state to enact such law at its approaching session.

Resolved, further, That said committee be instructed to take an early opportunity to confer with the governor of the state upon these matters, and request him to urge upon the general assembly, in his annual message, the importance of the proposed legislation.

Mr Woodruff also presented the following resolution, which was unanimously adopted:

Resolved, That the president be instructed to prepare a circular letter setting forth the history and present status of the state extension and supervision movement in Illinois, the same to be printed at the expense of the association and mailed to every librarian in the state with instructions that it be read to their boards, and followed by some definite official action that will tend toward bringing the matter before their local state representatives.

Revision of library law

Mr Woodruff further presented the following resolutions, indorsed by the trustees' section, which were unanimously adopted:

Resolved, That there be appointed a committee of three persons for the purpose of preparing and submitting to the Legislature a plan for the revision of that portion of Chapter 81 (the State Library Law) of the Revised Statutes of Illinois, comprised in sections 1 to 12, 12a, 12b, 12c and 12d, and being an act to authorize cities, incorporated towns and townships to establish and maintain free public reading rooms. The change here sought being the power within the library board to fix the amount to be raised for library purposes, and the manner in which the money may be drawn from the treasury and any other changes that may occur to this committee.

Resolved, That this committee be requested to furnish each librarian of the public libraries of the state with a copy of their report to be referred to their respective boards, as soon as practicable.

Officers for 1909

At the opening of the session the secretary announced the following elected for the year 1908-1909:

President, Mary Eileen Ahern, PUBLIC LIBRARIES, Chicago; vice-president, Nellie E. Parnham, Withers public library, Bloomington; secretary, F. K. W. Drury, University of Illinois, Urbana; treasurer, Jane P. Hubbell, Public library, Rockford. Additional member of executive board, Ange V. Milner, Illinois state university, Normal. Members of council, terms to expire 1911: J. Lyon Woodruff, Public library, East St. Louis; Effie A. Lansden, Public library, Cairo.

The committee on resolutions presented the following report, which was adopted and ordered spread on the minutes:

Resolved, That the thanks of the Illinois state library association are due to the directors, librarian and staff of the Galesburg public library, to Mayor George Shumway and to the many public-spirited citizens, and to the press of the city for the generous welcome they have given us and for the characteristic hospitality which has made our visit here a memorable one in the annals of this association.

Our especial thanks are also due to our president, Miss Ahern, for the excellent program of exercises planned, developed and carried out by her and for the gracious manner with which she has presided over our deliberations.

Our thanks are no less due to the writers of the many excellent papers read, to Mrs. H. L. Elmendorf of Buffalo, N. Y., representing the A. L. A., especially for coming so far to greet us with her inspiring address, and to Dr. G. E. Vincent of the University of Chicago for his brilliant lecture in the evening, and to State Superintendent Blair for his valuable address.

The secretary was instructed to send the thanks of the association to those who had loaned the exhibits for the occasion:

Wisconsin library commission—Model children's library.

Michigan state library—Traveling graded school library.

New York state library—Bulletins and special material.

Virginia state library—Bulletins and special material.

Indiana state library—Bulletins and special material.

California state library—Bulletins and special material.

Invitations for the annual meeting in 1908 were received from Joliet, East St. Louis and Jacksonville, and were referred to the executive board.

The president thanked the association for its support of the executive board and urged that it be continued until the State relieved the association of the most arduous duties.

The last paper of the session was presented by Mrs. L. L. Powell of the Cairo public library, who took as her subject

The work of the coming year

First, she urged continuance of the excellent work done under our earnest and very capable president. The past year has been one of active work for the good of libraries. Shall we not keep on with the institutes?

Secondly, Why not double our membership? Let us get in our trustees and more men.

Thirdly, the all-important work of the association should be in obtaining state supervision of libraries. We are all proud of our state of Illinois, but not until she has come to the front rank in the matter of providing the means of library extension, under the control of a state board, can she have the full respect of her citizens, and of other states who tower above her in this respect. It is not a matter of sentiment; the library is an integral part of the education of her citizens. The general public must be aroused to the lethargic position of our legislators; the voters interested, librarians, trustees, teachers, with the good citizens who are for progress, do our utmost in keeping the matter before the public.

After some discussion indorsing these three lines of work the meeting adjourned to meet in 1909 as may be determined by the executive board.

Thus ended the thirteenth meeting of the Illinois library association, by many voted the most successful ever held. There was a registered attendance of 82, while many more were in attendance who did not register.

F. K. W. DRURY, Sec'y.

News from the Field East

The Watkinson library, Hartford, Conn., has been holding a very interesting exhibit of maps, showing the development of knowledge concerning the source and course of the Connecticut river.

A class of six has been formed in the City library at Springfield, Mass., for the study of library work for 10 months. The members of the class give their services in the library in return for the instruction.

Sandwich, Mass., is to have a \$25,000 library, money for which was left by will recently. It is to be called the Weston Memorial library, as the fund was given by Mr and Mrs Weston, former residents of the town.

Clarence S. Brigham, for the last eight years librarian of the Rhode Island historical society, has resigned his position to accept a similar office with the American antiquarian society of Worcester. Mr Brigham's resignation will take effect Jan. 1, 1909.

Edmund M. Barton, for 25 years librarian of the American antiquarian society, and for 17 years previously assistant librarian, resigned his position October 21. On accepting his resignation the council elected him librarian emeritus at a salary of \$1,500 a year, in recognition of his long and valuable service.

Central Atlantic

Maud D. Brooks has been elected librarian of Public library, Olean, N. Y.

Edward D. Greenman, New York 1907-08, has been appointed assistant in the copyright division of the Library of Congress.

Elizabeth G. Thorne, for 10 years librarian of Public library, Port Jervis, N. Y., has resigned her position to become librarian at Kingston, N. Y. Miss Thorne leaves with the most cordial good-will of both the community and

the board of trustees, the latter of whom spread on the records suitable resolutions expressing their appreciation of Miss Thorne personally and professionally.

The statistics of circulation of the Newark (N. J.) public library for the last week in September notes a circulation of 12,735, an increase of 50 per cent over the circulation for the same time in 1907.

Nicholas Murray, for many years librarian of the Johns Hopkins university and in charge of the University press, has resigned his position. Mr Murray has been with the university in one capacity or another since its founding in 1876.

Dr Herbert Putnam, librarian of Congress, has been appointed to succeed the late Dr Spofford, as trustee of the Public library of the District of Columbia. Dr Spofford was librarian of Congress at the time of his original appointment as library trustee.

The Johns Hopkins university met an extremely great loss in a fire in September, which destroyed the larger part of the valuable material contained in its library. Collections of papyri, specimens from Thebes and Memphis and Roman and Hellenic antiquities which were burned are an irretrievable loss.

The Newark (N. J.) public library will again offer instruction in what is termed the New Jersey library school, along certain lines of library technicalities. On Friday mornings in November, Frances L. Rathbone of East Orange library will give lessons in classification. The course is open to members of the staff of any New Jersey library.

The New York and Brooklyn public libraries and the board of education of Greater New York have united in offering increased facilities for public lectures. The public libraries will provide 13 branches for lecture halls and the board of education will send the lecturers. The branch libraries will remain

open at the close of the lectures in order to allow persons in attendance to obtain books for home use. The New York public library has issued a bulletin on the courses to be given.

In a recent celebration at Philadelphia the newspapers of the city gave an extended account of the various resources of the city. The idea that libraries aid in public education was strongly presented by John Thomson of the Free library of Philadelphia.

He traced the development of libraries in the city, which was not 40 years old when the first library was founded, down to the present time. In addition to the Mercantile library, the library of the Historical society and the library of the University of Pennsylvania, the Free library has developed into a main library with 18 branches scattered throughout the city with a usage of over 20,000,000 books in one year in addition to 1,878,456 taken out for home use. Provision has been made by various worthy persons for the extension of library privileges and Mr Carnegie in addition has provided for 30 branch library buildings.

Central

Lucy Jennings has been elected librarian of Public library, Sullivan, Ill.

May Ditch, for seven years connected with Public library, Ottumwa, Ia., has been made librarian to succeed Miss Downey.

Grace C. Mullany has been elected librarian of the Clinton (Ia.) public library. For the past couple of years Miss Mullany has been assistant librarian of Public library, Dubuque, Ia. She succeeds Genevieve Murphy, resigned.

The Civil service commission of Chicago, at the suggestion of the Chicago library board, has a new classification in the position of attendants in charge of branch libraries, for which the first examinations will soon be held. The object is to place on the eligible list those who have taken special training for library work with children. Three of the Public library staff have been given

leave of absence to attend a course of lectures on children's literature. This course is offered by Mrs Gudrun Thorne-Thomsen, under the auspices of the Library extension and story-hour committee. Mrs Thomsen's services are furnished gratuitously to the public library by this committee as story teller in six of the branches in Chicago field houses at the recreation centers.

The librarian of Grand Rapids, Mich., writes:

For our lecture work this winter we are planning a series which I think ought to be of a great deal of interest not only to libraries but to all of those who are interested in city government generally. Soon after the election we shall begin a series where the speakers will be representatives of the various municipal boards on How the city spends the taxpayers' money. I am now hard at work getting up the slides and the talk for the library's end of this series. We hope to make this of considerable interest to the taxpayers and citizens generally, and if we are successful in this the series will be repeated in the branch libraries in different parts of the city. We believe that in this way it will be possible to show the people just what is being done with their money in a way that they never realized before.

South

Jessie Hopkins has been elected librarian of Public library of Paducah, Ky. Miss Hopkins is a Carnegie library of Atlanta graduate and has recently cataloged the library of the University of Georgia. She succeeds Mamie Baynham, resigned.

Kate E. Dinsmoor, New York '07, has been appointed head of the loan and reference department in Rosenberg library, Galveston, Tex. Miss Dinsmoor began her duties October 1.

West

The new Carnegie library building at Abilene, Kan., was dedicated the last week of September. The building is

the outgrowth of the club women of that city. Connected with this was a piece of civic improvement work in that they purchased the ugliest block in the city. This block was in the center of the town, but on low ground, which had often been overflowed at flood-time. The mayor assisted them by issuing park bonds, which were voted by a small majority. After obtaining the ground, Mr Carnegie's bequest was obtained.

The result is a very handsome building, well finished, with special furniture, and the library starts out in its new quarters with every prospect of a successful future. The block has been planted with elms and sown in grass and the newspapers of the town speak of it as something of which every resident of Abilene is justly proud.

The Public library at Sioux Falls, S. D., has just closed the best year of its history. The annual report of the librarian, Nettie L. Current, shows 7688 bound volumes, not including pamphlets, with a circulation of 31,060, a gain of 7082 over last year. Only 79 per cent of this was fiction. There were added during the year 580 new books besides the government documents. The library has also received a number of very fine and valuable gifts. A reading course for six of the city schools for the fourth to eighth grades was instituted and very successfully carried out. In connection with this a branch library was placed on the east side of the city. This was very successful. One of the principals took charge of it and helped make it of great benefit to the people in that part of the city. The work in the children's room has increased so much that a regular children's librarian will have charge of the room this coming winter.

Pacific coast

The report of San Francisco (Cal.) public library shows that the number of card holders is only about 10,000 less than were held at the time of the fire. The number of volumes has doubled

since then, the total number now being 54,317 v. The circulation last year reached 454,437 v.

Foreign

An investigation by W. F. Lawton, chief librarian of the Hull (Eng.) public library, with regard to the appreciation of public lectures delivered in connection with free libraries, cost and source of funds, was recently reported in the *Municipal Journal*.

The particulars showed that some 20 libraries give these lectures on weekday evenings and for the most part the expenses are paid out of the library funds. In a few instances, the boards of education meet the cost. The average attendance is remarkably good, ranging as high as 1000. The subjects selected are general topics of interest, though in three instances they are those of university extension work and are mainly literary. The towns reporting are Aston Manor, Battersea, Birmingham, Bootle, Brighton, Cardiff, Croydon, Edinburgh, Exeter, Islington, Liverpool, Nottingham, Perth, Plymouth, Preston, St Helens, Salford, Swansea, West Ham, Wolverhampton and Worcester.

In providing the program the direct needs of the community where the institute is held and of the libraries attending the institute should be kept in mind. The object for which the meeting is called should be closely adhered to. Few subjects chosen and those treated in all their phases. Sincerity, sympathy and tact should be characteristics found in every presentation.

Those presenting topics should be as thoroughly conversant with their subjects as the material at hand will permit in order to meet every form of discussion that may arise. An effort should be made to bring into the discussions every one in the institute, specially the timid, backward worker. The feeling grows on such a one that she is a part of an important work and this is a benefit to the library, to the institute and to herself.—Selected.

Book Notes

The Empty Shelf

I stand before it, pondering with glee,
I scan its ample space with fond conviction
That Knowledge will prevail—and then I see
Above the shelf these words: The Latest
Fiction!

Oh, ye who visit oft the Public Library
And read therein the books without restriction,

I pray ye tell me, Do ye ever see
A *volume* on the shelf marked Latest
Fiction?

Thoréau's Cape Cod has been issued in a remarkably clear and easily read dress by Thomas Y. Crowell & Co. It is illustrated by photographs by Clifton Johnson.

My pets, Real happenings in my aviary, is the title chosen by Marshall Saunders, author of Beautiful Joe, under which to tell a most interesting story and at the same time distribute considerable useful information as to rearing, feeding and caring for a large number and variety of birds. The volume is illustrated, a number of pictures being in color. The Griffith & Rowland Press, \$1.25.

A new library handbook, compiled under the direction of John Cotton Dana of the Newark (N. J.) public library, is to be issued shortly.

It will contain a detailed description of the several departments of that library, illustrated fully with cuts and diagrams. It will be issued in pamphlet parts of about 24 pages at 25 cents each. These parts will be so interrelated that combined they will form a complete handbook of library work, but each part will be made so independent that by itself it will be valuable. There will be about 20 parts to the whole work.

There has been issued a descriptive circular of the first part. This is the delivery department, as the department of widest interest. Its work will be described in four pamphlets of about 20 pages each. First, administration; sec-

ond, registration; third, charging system, and fourth, relations with the public.

The handbook of the Denver public library was compiled along similar lines and, while now out of print, was for many years a very acceptable library assistant to a large number of interested persons.

The life of Thomas Bailey Aldrich, by Ferris Greenslet, is one of the notable biographies of the year.

The work is largely made up from correspondence which Mr Aldrich had with men of letters and reflects the fine personality of the man in a way that his formal writings cannot. The preparation of the material found in the letters, forming a real history of the man and his times, is the work of one who was a personal, intimate friend of the poet, and the sympathetic touch in evidence throughout the work gives a spirit of friendliness to the biography that increases the pleasure of the reader.

Coming to his estate as a poet and accomplished man of letters during the days of Lowell, Stoddard and Stedman, and reaching into the years of the present generation of writers, a clear view of the transition from the day of leisurely writing to writing as a business, is clearly shown in Aldrich's letters. It has been truly said of it that "it is one of the first important biographies of a member of what may be called the third generation of American letters" and possesses in consequence a peculiar historical interest of its own.

The volume is well illustrated and contains a complete and accurate bibliography of Aldrich's writings. Houghton, Mifflin & Co.

In The search for the Western sea, Lawrence J. Burpee has compiled a fascinating story of adventure and discovery following the trail of the men who pushed through the wilderness to the very heart of silence in the great Northwest. A voluminous story it is of nearly 600 pages and each one crammed full of events.

Mr Burpee, at present librarian of

Public library, Ottawa, was for some years in the Department of Archives, where he had access to the original material, the documents and maps, in many cases, of the explorers themselves. The magical efforts of the Hudson Bay Co., historic and traditional, furnish much of the frame work of the volume, together with accounts furnished by Mackenzie, Saint Pierre, Hendry, Carver and a score of other hardy spirits bound to reach the Western Sea.

The story is interestingly and well told and contains a mass of valuable material. It is perhaps too long to be popular, but it holds the interest of those who have already made acquaintance, more or less, with Parkman and others who have written of the Northwest. The breeze of the Northwest is in the telling and if the story was in a more portable volume it would add to the joy of the reading. It is illustrated with a large number of photographs and facsimiles. A bibliography of material on the Northwest is added and the whole work is well indexed.

W. W. Folwell, formerly librarian of University of Minnesota, prepared the volume Minnesota just issued in the American Commonwealth series. Houghton-Mifflin Co.

The boys' book of steamships, by J. R. Howden, author of Boys' book of locomotives, gives the history of the steamboat from the earliest day, dwelling specially on the mammoth ocean liners of today. McClure.

A new illustrated edition of When the King came, by George Hodges, has been issued by Houghton-Mifflin Co. This little volume of "Stories from the four gospels," furnishes the continuous story of the Christ that is so often wanted for children.

The last two volumes of Molmenti's Venice, translated by H. F. Brown, have just been issued by A. C. McClurg & Co. The volumes are beautifully illustrated and the story of "Decadence" which they tell is full of interest and marches in measures of inevitability to the closing scenes in the life of the Republic of Saint Mark.

Edith Livermore's translation of Personal recollections of Wagner by Angelo Neumann gives a most fascinating story of the development of the appreciation of Wagner's operas, as well as valuable biographical material relating to the master musicians of

that day. Numerous letters of Wagner's give his personal view and interpretation of his own work and the musical spirit of his time.

The standard concert guide for the concert goer, by G. P. Upton, published by McClurg, will be welcomed by those who have enjoyed the work of this popular writer along musical lines. It is a guide through the field of the symphony, symphonic poems, oratorio and cantata, made as untechnical as possible for the benefit of "just music lovers." Illustrated.

Little books on Art series edited by Cyril Davenport include in Miniatures, Jewelry and Bookplates, recently published, most pleasing and interesting material on the subjects of which they treat. Jewelry and Miniature are gems of story quite as delightful as any of the many noted items of which they tell. The illustrations are in keeping with the subjects.

Undine, Arnold of Winkelried, Marie Antoinette and Duke of Brittany are recent titles in the series of Life stories for young people, being issued by A. C. McClurg & Co. These are charmingly told stories of celebrated characters in history, translated from the German by George P. Upton, and will be found to be good for those who want "short books."

Catch words of patriotism, by Wallace Rice, contains a sentiment of patriotism by a famous person for each day in the year. Herein is a hint for the children's room. Put on the bulletin board these little verses, many of them pertinent to anniversaries (which are noted), will instill a feeling of loyalty that will help keep bright the love of native land. Published by A. C. McClurg & Co.

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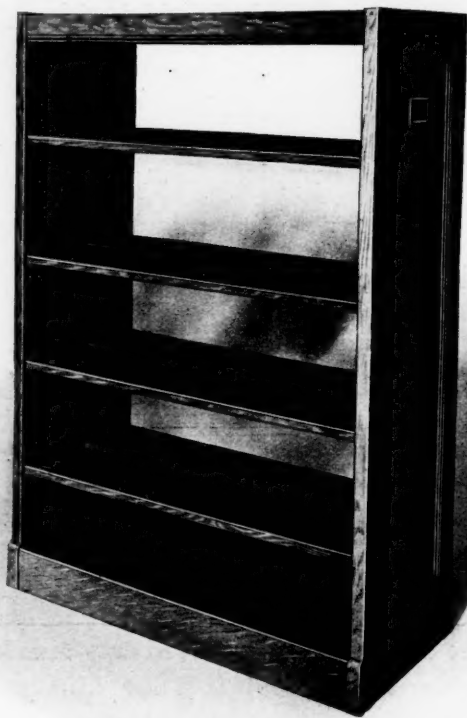
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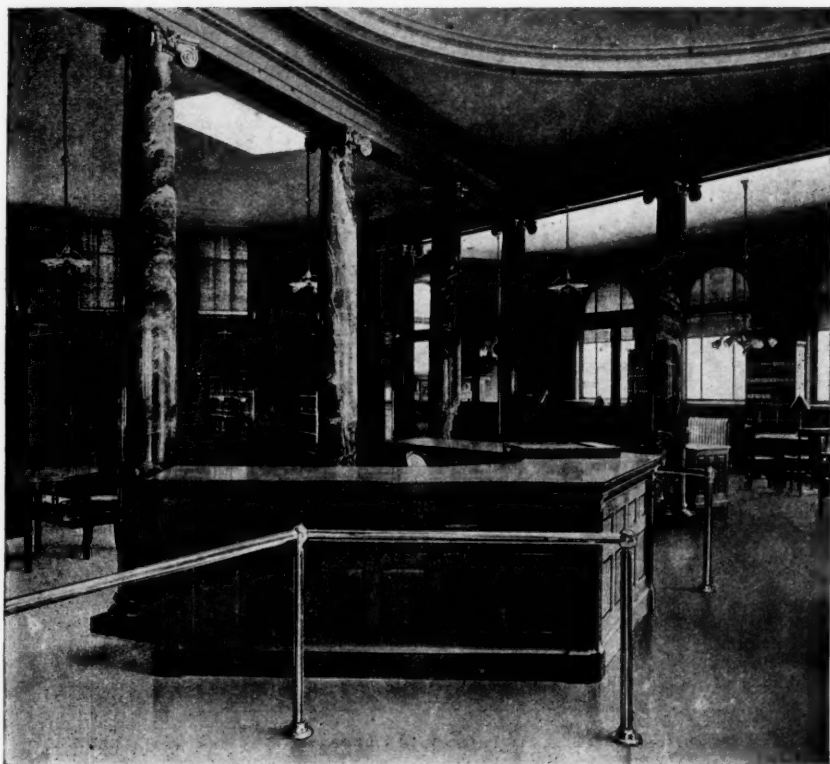
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